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ABSTRACT

This manual provides information for pastors, parents, and church members who are starting a child care program in their church, and for churches that are changing or expanding their child care program. Chapter 1 reports the results of a 1982 survey of child care in local parishes by the National Council of Churches. Chapter 2 explains four steps in assessing a church's child care program: (1) establishing the need for a program; (2) defining the purpose of a program; (3) assessing the church's resources; and (4) choosing a program. Sample child care surveys are provided. The third chapter considers board membership, governance, licensure, objectives, and personnel policies. A checklist of steps in opening a program is provided. Chapter 4 examines communication between the church and the child care community. Resource materials on selected topics are described in the last chapter. Topics include choosing child care, fundraising, personnel, family day care, infant and toddler care, multicultural planning, health care, child abuse, program and child evaluation, and resources for church-housed child care programs (religious resources, professional organizations and advocacy agencies, and publications and periodicals). Appendixes include a policy statement on child care; a resolution on child care as ministry; information on licensing; a sample lease; and sample start-up and operating budgets. (BC)

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Preface to the First Edition

Like all who undertake the publication of a manuscript we find ourselves indebted to a number of persons and institutions for contributions made directly and indirectly to *Helping Churches Mind the Children*.

We need to acknowledge first the leadership given to this project by the participating communions listed on page 39. Without their efforts neither the Child Day Care Project of the National Council of the Churches of Christ in the United States of America nor the present volume could exist.

Carnegie Corporation of New York, Ford Foundation, and the Foundation for Child Development provided funds to underwrite this publication and staff members of these foundations have continuously and generously shared with us their insights. We owe all our continued thanks.

Within our own ranks Margery Freeman, serving as a consultant for the development of this manual, spearheaded our efforts in gathering materials, writing, editing, aiding in our field tests of an early draft and unflinchingly faced each revision. Our debt to her cannot be repaid by a simple thank you but it is by our thanks we express our most sincere appreciation.

The manuscript *Helping Churches Mind the Children* was field tested in 25 local parishes. Child Care providers and pastors in those congregations carefully evaluated the contents, format and tone, and offered both encouragement and sound advice for improvement. Their extensive expenditure of time and energy has done much to bring the manual to publication.

In production, Ruth Schellbach came to our aid helping us resolve technical problems and most especially providing us with the design and illustration that breathe a certain life into the text.

A number of individuals from church and secular spheres agreed to review the text, spending selfless hours in re-write and revision. We have tried to collate their suggestions in a judicious manner and wish to recognize their valuable contributions.

A special thanks is due to High/Scope Educational Research Foundation which through its Voices for Children Project collaborated with us in field testing the materials and assisted us in the evaluation of material to be included in the text.

Despite the very fine efforts of those who took valuable time to assist us, we have doubtless allowed errors or omissions to remain in the text. They are, alas, our responsibility and not the responsibility of our colleagues or the institutions they represent.

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Preface to the 1987 Edition

In the three years since this manual was first published, church-housed child care has become a "force to be reckoned with." Increasingly, the church takes seriously its leadership in matters of child care policy and program: church child care resources are now plentiful; religious conferences and workshops regularly include child care topics; seminaries have begun to offer courses on the ministry of child care.

The Ecumenical Child Care Network is now a permanent membership-based organization with affiliate groups across the country. We are proud of our progress. And we are just as excited by the challenge ahead: to lift child care to a central place in the life of the church.

We offer this updated manual as a tool not only for our child care colleagues but for pastors, board leaders, congregations, whose commitment to love and justice compels them to work for high quality, equitable, and affordable child care for all families.

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Introduction

Why Use This Manual?

A WORD TO NEWCOMERS AND OLDTIMERS IN CHILD CARE

Any program housed in a church reflects upon the church itself. Whether it is run by the church or by an outside organization that merely rents church space, the program's participants, goals, activities, and physical appearance are assumed to be the church's responsibility. No program, then, can operate effectively in a church building without the intentional support and understanding of the pastor and congregation.

It is tempting, when a friend of the church, or even a member, offers to set up a weekday children's program to say, "Of course!" After all, isn't such a program legitimate work of the church?

Perhaps. But only if it meets a real need which is supported by a clear purpose. And only if it is built, step by step, with the church's knowledge and approval.

Careful planning for a child care program can mean the difference between a faltering program and one in which the entire community can take pride.

This manual which lays out a prescription for starting a child care program may not appear to have much to say to a congregation or a child care staff in a program six months, three or ten years old. After all, the initial steps are, for better or worse, over. The program is functioning. But consider the following story:

A church member asks the pastor if he or she and four other mothers can bring their babies for a playgroup in that second floor choir room that isn't being used. Six months later, they go back to the pastor with an idea to form a cooperative nursery with parents rotating as caregivers for a group of about seven or eight toddlers. The pastor sees no problem, makes a note to mention it at the next church meeting.

Two years later, the nursery has become a thriving full-day care program with two employed teachers. A parent board administers the program, which is self-supporting except for free rent and utilities from the church. Several parents now work full time and are able to pay a high tuition on a sliding scale. Others who are not working pay less but also volunteer as assistants in the program.

What do church members see? They see a community day care program which has taken over three of their classrooms, their kitchen, and their courtyard. Although the Sunday church school teachers and the child care staff have met to work out some agreements about use of equipment and supplies, there are parishioners who won-

der silently about the way the courtyard grass has been pounded into the ground so that only bare earth now shows. Members of the women's auxiliary who meet for lunch at the church on the third Wednesday of each month now have to spend an extra hour arranging with the head teacher to use the kitchen. The custodian finds he uses three times as much floor wax as he used to.

At a congregational meeting, the subject of the child care program comes up. Opinion is divided: the mother who originated the playgroup three years ago defends the program passionately. Her four-year-old has learned so much! He is a confident, sociable child who looks forward to kindergarten next fall. She wishes the program would expand to include infants so her 8-month-old daughter could benefit from the program too.

An older lady in the congregation asks, "Don't babies need to be with their mothers? Should the church really be encouraging mothers to leave their children so soon just so they can go to work?" A young man worries that the church had to repaint those classroom walls last year, and it looks as though the hall needs painting now. He asks, "Shouldn't the child care parents help out with those costs? After all, only four of them are church members." More members speak out — the tension in the room increases...

Can this manual be of service to that church? Misunderstandings and resentments may be small, but they give rise to suspicions and then to a spirit of mistrust which can damage even a strong program.

Without a clear sense of its own purpose in housing the child care program, the church has no framework within which to meet the challenges, big or small, which a program brings. The child care staff and parents, on the other hand, have worked hard to create a program they feel proud of. They are perplexed by what they see as an unsympathetic view of their efforts. They assume some church members don't want them in the building.

A task force of church and child care people is appointed to iron out the difficulties. They use this manual to sort out what is working well from what still needs attention. They ask: Is our purpose for child care ministry clear? Is the current program the one which is most needed in the community? What about a contract? Who pays for the wall paint? For the new refrigerator? Is there adequate insurance? What do we think of the wages paid to the child care staff? Can the church do anything to raise money?

What does the child care staff know about the church? Has the church ever invited the day care families to Sunday worship? What opportunities do church members have to visit the child care program?

The list grows longer; many issues emerge, some basic and theological, others simple and informational. The task force realizes it has to clarify and validate the relationship between church and child care program. It knows that its work will strengthen both the program and the church which supports it.

This manual, then, is for **pastors, parents, and church members** who consider service to families with young children a vital part of ministry. It is for those who want to **begin** a weekday program for young children and need help getting started. And it is for churches that are **changing or expanding** their child care programs.

But what of the program which has been functioning for many years at full capacity? What sort of help can this manual be to it?

Consider the story of that church whose playgroup evolved into a full-day care program. Ten years have passed. The center now serves 60 preschoolers all day and 30 more elementary school children in an after-school program. But only 10 of the children are from the immediate church community. For the once all-white neighborhood has undergone a rapid change: it is now a third Hispanic and a third Black. Many of its families are headed by single parents who cannot afford child care and thus are unable to work or go to school.

At a monthly child care board meeting the minister asks, "What is our church's responsibility to the community? None of our newer neighbors attend our church, yet many have young children in need of care. But the lowest fee of our sliding scale is beyond their capacity to pay!"

The day care director suggests that the center may want to contract with the state for public monies. A parent immediately worries, "Do state funds really cover all the costs of care? Wouldn't we have to subsidize those children?" "What about the language problem?" wonders another board member. Then a longtime board person blurts out, "I don't think we should subsidize families who have irresponsible lifestyles."

This church and child care community face new and painful choices. They can steadfastly continue the current program. Or they can extend their witness to neighborhood strangers.

This story is about one church. Yet another story might be about a day care program whose board decides after 12 years to include religious education in the curriculum. Still another story could tell of a church whose 20-year-old preschool suddenly moves to a larger location. A congregational task force assesses the community's needs and recommends that the church house a sick-child drop-in service staffed by church volunteers.

This manual, then, is for churches that are reassessing their role in the community. It is for child care boards that

ask, "Are we **still** meeting the needs of families in our congregation and our community?" It is, above all, a tool to help a church find again its vocation to enable persons to live the lives for which they were created.

Why the Manual Was Written

Churches are the largest group of child care providers in the United States. Until recently, most national church agencies had formed no policies or guidelines for child care. Rather, local churches developed individual responses to the needs of families with young children in their communities.

In 1981 and 1982, a survey of church-housed child care programs was conducted by the National Council of the Churches of Christ in the U.S.A. The picture that emerged from the survey was a colorful kaleidoscope of programs created through the care and hard work of tens of thousands of individuals.

One frequent plea from these church-related child caregivers was: "**Help us validate child care as a central part of Christian ministry!**" "Give us guidelines for choosing programs!" "Let us know where to turn for resources to improve the quality of our children's care!"

Many churches responded that they didn't have any child care program at all: "We have such good, unused space in our building — how do we start?" And, "Parents need our help — what do we do?"

This manual is a response by the Child Advocacy Office of the National Council of Churches to the many requests for help which it has received. It does not purport to be a child care administrator's guidebook. Excellent, up-to-date resources on how to start and manage child care programs are described in Chapter 5. **Its purpose is to share ideas and information that will stimulate enthusiasm about child care as an important and valid part of Church mission.** Its goal is to celebrate the Church's unique qualities and opportunities to care for children, and to offer guidance to those who would transform opportunity into reality.

In our book, *When Churches Mind the Children*, we began with the following lines from a familiar hymn by James Russell Lowell:

*Once to every one and nation
Comes the moment to decide,
In the strife of truth with falsehood
For the good or evil side.*

*New occasions teach new duties
Time makes ancient good uncouth;
They must upward still and onward,
Who would keep abreast of truth.*

This revised manual is offered to the church and child care community in the hope that it can help us all "keep abreast of truth" in our quest for a meaningful and effective child care ministry. ★

Summary and Table of Contents

The following chapter summaries may help readers find the subjects which address their immediate concerns.

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Stained Glass Windows on Child Care:	5-6

Results of the National Council of Churches' Study of Child Care in Local Parishes

This chapter profiles the programs of nearly 9,000 churches which participated in the 1982 National Council of Churches' survey, and introduces the reader to the child advocacy work undertaken in recent years by the NCC. A Policy Statement on Child Care, developed by the NCC Child Advocacy Working Group in consultation with many church leaders and child care providers, is reprinted as Appendix A.

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Which Children to Serve?

The Work of a Child Care Task Force

This chapter first shows how ministry to families with young children has become particularly important in the United States today. The sheer number of young children presently requiring day care outside their homes gives a new urgency to their weekday ministry. The chapter then describes four steps a church task force takes in assessing or reassessing child care programs:

1. Establish the need for a program;
A sample child care survey is included here.
2. Define the purpose of a program for a church; chapter includes implications of child care ministry and discusses six concepts of child care as ministry.
3. Assess the Church's resources and capabilities; chapter presents questions about the physical, legal and financial capabilities of a church community to support a child care program.
4. Choose a program that best serves families in the community; chapter describes ten child care options.

Chapter 3	17-24
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Then the Children Were Brought:

Initiating a Child Care Program

This chapter includes suggestions for board membership and orientation as well as a list of steps to follow in starting a program. It takes up such issues as governance and church support, contractual agreements and licensure, goals and objectives, and the ethics of financial and personnel policies.

Chapter 4	Pages
Sharing the Good News About Child Care	25-28

In this chapter communication between church and child care community is stressed. Both are encouraged to welcome parents as teachers, learners, and as partners. Finally, parents, staff, board and parishioners are urged to use their plentiful resources to promote quality care in the larger community.

Chapter 5	29-42
"For the Promise is Unto You and to Your Children	
<i>Resources for Church-Housed Child Care Programs</i>	

Selected resources are described in the last chapter of the manual. Church leaders with little knowledge or experience in child care find practical guides to financing, administering, equipping and staffing most kinds of programs. Examples of budgets, curricula, schedules, bylaws, record forms, parent and staff handbooks are included in many books listed in this chapter. For those who wish a broader knowledge of child development, early childhood education and advocacy, there are resources on the history and policy of child care and its current "state of the art."

Appendices

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Chapter 1

Stained Glass Windows on Child Care

Results of the National Council of Churches' Study of Child Care in Local Parishes

In February 1982, a questionnaire was sent to pastors of 87,562 churches across the United States. It asked them whether any sort of child care programs were operating in their church buildings. Over 25,000 responses were received! Of these, over a third, or 8,767, reported that indeed they did house child care programs — some 14,589 of them (since some churches house more than one program).

About half of the programs identified in the survey were run by churches; the other half were operated by independent groups renting space in church buildings. Two-thirds were full-day care centers; one-third were part-day programs. Taken as a whole, these programs served nearly a **million young children each day**.

Since the 87,562 churches surveyed represent only a fraction of the nation's religious institutions, one conclusion was inescapable: churches and synagogues are the largest group of child care providers in the United States.

One reason this conclusion was so dramatic was that it had been largely unrecognized either by church leaders or by the child care community itself. Both groups were "like stargazers who have looked into the brilliant night sky and have had Orion pointed out to them. They have seen the stars all along, but have needed to have the configuration pointed out, and once having seen it, they wonder why it was not visible before."²

For decades, churches have provided direct service to children through programs of education, spiritual training, recreation, health, and nutrition. In addition, advocacy for public policies responsive to the needs of children has been part of the Church's ministry.

Yet churches have been largely unaware of the magnitude of their increasing contribution to the weekday care of young children. Most parishes have considered their

efforts to be modest responses to needs expressed by people in their congregation or community. Few have had guidelines for weekday child care as they have for Sunday church school or youth ministry.

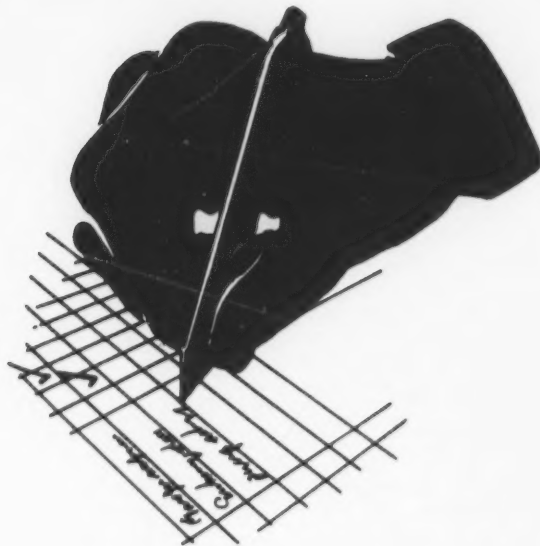
The child care survey that brought to light the collective work of churches across the country was conducted by the National Council of the Churches of Christ, USA. The NCC is an ecumenical coalition of **32 Christian denominations or communions representing over 40 million Americans** from "mainline Protestant," Anglican, and Orthodox churches.

The NCC's Child Advocacy Working Group was motivated to study child care programs operating in church buildings by several concerns: one was the absence of data. There were virtually no government or private records kept which offered accurate estimates of the number and quality of day care programs or the number of children being cared for in these programs. The working group wanted to shed as much light as possible on the nature of child care programs operating in church buildings.

Second, it recognized that churches need to reassess their services, reorder their priorities, and, if necessary, restructure their programs to meet the new challenge for child care. It wanted to aid local churches that are under increasing pressure to provide weekday care for young children whose parents work or need supportive services.

Finally the working group believed that the Church has a unique opportunity to offer resources and leadership in the child care field. It wanted to develop policies and guidelines to help churches create and maintain just and equitable child care programs.

The National Council of Churches had initiated its study of child care in local parishes after several years of work by its Child and Family Justice Project. In 1978, the



Project's staff set out to collect first-hand information about problems affecting American families. It analyzed social conditions in 20 communities around the nation. **Child care emerged from the study as the single most pressing and pervasive concern of American families in the communities studied.**

By the spring of 1982, the NCC had identified nearly 15,000 programs in churches that were responding to that need for child care. Its next task was to analyze the nature of the programs being offered.

An extensive follow-up questionnaire was sent to 3333 member churches, to which the response was 1506, or 45%.

The picture that emerged of church-housed child care was far more diverse in every way than anyone had imagined. The most important realization was that the church plays a very significant role in the care of this country's young children. It provides a diversity of programs serving a multiplicity of needs.

The 1506 responses to the questionnaire enabled to NCC Child Advocacy Working Group to conclude that, as child care provider, the Church has certain unique strengths:

Since its programs are essentially a response to grass-roots requests, they can be sensitive to changing family needs for child care service, and flexible in meeting these changing needs. Many programs also have broad-based funding and substantial in-kind support. Furthermore, they usually have experienced and capable staff, and sufficient structure and organization to provide reliable and

stable community-based child care.

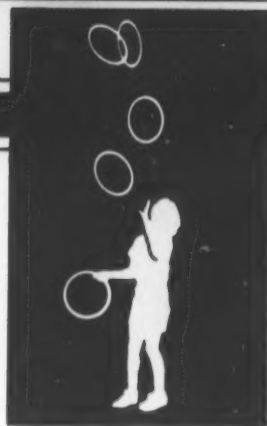
Despite these strengths, church-housed child care programs face numerous difficulties. Foremost among them is the low status of child care providers, particularly in relation to church congregations. As a result of this low status and its accompanying poor pay, church child care programs (like their secular counterparts) face considerable staff instability and turnover (42% annually in this decade!).

Problems of both financial and personnel management plague all child care providers, and churches are no exception. What is exceptional, however, is the need for program resources. Church-supported programs that want to include spiritual development as a goal expressed a strong need for low-cost, religiously-oriented curriculum materials. Fortunately, in the last three years several denominations have developed faith-based materials for weekday preschool programs.

A major conclusion that the National Council of Churches reached from its study is that child care providers need and want to be in contact with one another, both locally and through church agencies and child advocacy organizations. **In 1984, the NCC's Child Advocacy Office initiated an Ecumenical Child Care Network to stimulate an exchange of ideas among church-housed child care providers.** The Network relieves the isolation felt by many providers by putting them in touch with other providers, child advocates, policy makers, and national church and secular agencies. A full description of the ECCN can be found on page 28.

A comprehensive statement of policy and purpose about child care was developed by the NCC Child Advocacy Working Group with the active help of over 200 child care providers from across the country. The Church — at least that segment represented by the NCC — believes that by clarifying its own goals and policy perspectives, it contributes substantially to the national dialogue about child care. The policy statement is included in Appendix A.

In coalition with a wide range of national organizations that are seeking to formulate comprehensive child care policies, and informed by its sense of the gospel imperative of love and justice, the National Council of Churches seeks to keep abreast of child care issues and use its considerable resources to help make quality child care available to all who need and want it at a price they can afford. *Helping Churches Mind the Children* is one contribution to this effort. ★



Chapter 2 Which Children to Serve?

The Work of a Weekday Child Care Task Force

Church and child care leaders who support an established weekday children's program may think, "This chapter doesn't concern me. We made our choices long ago."

Certainly, the following analysis is meant to help those who are in the planning stages of program development. Yet child care is in flux: communities change, family needs change, church resources change. **A well-established program also needs to reassess its purpose and function on a regular basis.**

This chapter, then, speaks to all who ask, "Which Children to Serve?"

The Context For a Task Force's Work: The Changing Needs of American Families

Before a church community begins to study child care program possibilities, it needs to understand the larger picture of American families in the 1980s. By setting its work in a broader context, it can maintain a clearer perspective about its own role in meeting local child care needs.

By any standard, the Church serves in its weekday child care programs, **every day**, tens of thousands of families with millions of young children. To adequately meet such a heavy responsibility, the Church must understand the major changes occurring in the nation's families.

Families in the United States differ radically from the patterns they held ten or twenty years ago. Over half of women with young children now work outside the home. One in seven families is headed by a single parent, usually the mother. In addition, many couples choose to begin families when they are in their thirties, at which point both parents often have established careers which they do not want to leave.¹

The "typical" family of the 1950s and '60s, with father going off to work and mother staying home to care for the children, is now the exception, not the norm. Furthermore, the grandmother or aunt who used to be available to care for children also works. So does the lady down the street and the next door neighbor. Also, since families are smaller, there are fewer brothers and sisters available to provide peer group experiences for younger siblings.

By 1990, it is predicted that there will be about 10.5 million children under 6 whose mothers are in the labor force, up from 7.5 million in 1980.⁴ This means that within the next few years, there will be a 40% increase in the number of children needing to be cared for while their parents work!

There is also another reality: quality child care today is available only to a small fraction of families who need it. Licensed day care programs exist for only a small percent of the children with working mothers. It is estimated that between six and seven million children under 13 may be left without adult supervision in this country **each day**.⁵

Furthermore, few parents can afford the cost of quality child care. Only a family with an income over \$15,000 can afford to pay the full cost of care for one child.⁶ Because of this lack of affordable child care, many families must resort to makeshift arrangements for their children — neighbors, older siblings, sometimes no care at all.

Yet research has demonstrated that quality child care programs can dramatically improve the course of children's lives. For example, the High/Scope Educational Research Foundation conducted a follow-up study of the effects of a quality child care program on youths through age 19. (*Changed Lives: The Effects of the Perry Preschool Program on Youths through Age 19*. Ypsilanti, MI: High/Scope Press, 1984.) The study found that the group



who received the early childhood education, when compared to an equivalent group who received no early childhood education:

- had greater scholastic success — including higher scores on achievement tests, reduced need for costly special education classes, and less chance of dropping out of high school.
- reported less involvement in juvenile delinquency and were less often picked up by the police.
- had better prospects for jobs and earning as adults.

In fact, the economic impact of these benefits resulted in a 400% financial return to the community for its investment in the program. This study and others like it provide persuasive testimony to the enduring importance of the early years in the lives of all children.

Child care in the United States has always been and remains the responsibility of the individual families. Because there is no organized child care system, child care services are diverse, fragmented, and of varying quality. Individual providers operating out of their homes, non-profit organizations, small proprietors, and churches are the major sources of child care. The costs of the services are borne by individual families and by the providers themselves who often "subsidize" programs by accepting low wages.

Child care is a private enterprise, but an enterprise with little organization and information about whom it serves, in what ways, and at what costs. With such disarray, coordinated planning and organizing among child care advocates has been difficult. Entrepreneurs offer sometimes good but expensive private care to upper income families. Publicly subsidized child care is offered to a fraction of the poorest families. At greatest risk are the children who need quality care but whose families cannot afford it.

The Church, as major provider of child care in America, has a responsibility to meet the changing needs of families. Yet at a national level, the Church has only recently begun to assert its leadership in the child care arena. Until the National Council of Churches undertook its survey of member communions, no national church agencies had recorded the names or numbers of their parishes operating child care programs. Fortunately, today, stimulated by the NCC study, more denominations are developing guidelines and recommendations for child care provision (see Religious Resources, page 38).

It has been local church communities which have assumed the obligation for keeping abreast of the changes in American families' child care needs. Until recently, these efforts were more happenstance than intentional.

Increasingly, however, local parishes have begun to study patterns of employment and housing, to analyze the local child care market and industry in order to support child care programs which reflect both national trends and local needs.

With this outline of the child care needs of American families in mind, a church community now begins the task of deciding which weekday child care program to support.

Setting Up a Task Force to Study Program Possibilities

The impetus for initiating or changing a weekday child care program may come from the pastor, a church member, a neighborhood parent, or a child care provider in the community. That person goes to the church and asks permission to establish a task force to explore program possibilities. The task force ultimately becomes the group which convinces a church to support a particular child care program. It defines the community to be served and discovers its needs. It assesses the congregation's feelings about having a child care program. It surveys the community to find out how many families with young children live near the church and how those children are being cared for. It looks at the church location and asks, is this area convenient to working parents? Are there non-working parents who might need a program here? Then it brings the results of its study to the church's governing board.

A task force becomes the advocate for a child care ministry. If members of this group are convinced it is a valid ministry they are likely to win the approval of even the most reluctant church members.

The Make-up of a Task Force

Members of the task force are people in a church or community who will be affected or have resources to offer a child care program: the pastor; persons who are respons-



ible for education, building maintenance, community outreach, kitchen functions, legal matters, budget and finance; child care professionals; parents.

The Task Force's Responsibilities

The task force has four responsibilities:

- 1) To establish whether a program is needed. If a program is already operating, the task force assesses what needs it is meeting and what needs are unmet.
- 2) To define the purpose of a program for the church.
- 3) To determine whether and how the church can support a program.
- 4) To select a child care program and recommend it to the church.

Step One: Establish the Need for a Program

As it approaches its job of recommending a child care program to the church, a task force first prepares a survey of its community to help it discover what kind of program the church might support. The survey enables a task force to find out who needs a child care program and what types of programs are most needed.

Determining which community to survey is in itself a serious task: Does "community" mean congregational members? The church neighborhood? If the neighborhood, will a survey cover every geographic direction? In other words, *who* is surveyed may determine what child care needs are revealed.

Assumptions about how best to serve families with young children are measured against survey results. For example, a pastor who is determined to open a multiracial center needs to look hard at the significance of a survey whose respondents are all white, or all black. Or a parent in the congregation who wants the church to help her start a morning play group for toddlers may discover from a congregational survey that most parents in the church community have full-time jobs and therefore need full day care for their children. At another church, a survey may reveal an urgent need for after-school care in the neighborhood.

A survey of needs can be especially useful in a church which already supports a child care program. Many churches have traditionally supported half-day nursery school programs for three- and four-year-old children of their own parishioners. A survey that indicates increasing numbers of working parents in the community may cause a church to redesign its program as a full-day program that includes toddler care. Conversely, on the basis of survey results, a church may decide to close its Mother's Morning Out program and put its energy into developing resources for a network of family day care providers.

After assessing the need for child care in its community, a task force asks, why should this church undertake a child care ministry?



Step Two: Define the Purpose of a Program for a Church

A church's response to the need for child care varies according to its perception of the need and its sense of its own responsibility and capacity to respond. A task force considers the implications of child care as ministry. Then, having studied the obligations such ministry entails, and having clarified the church's intentions, it sets forth a purpose for child care which the church can uphold.

Implication #1: The Church is Committed to High Quality Ministry

The church has been impelled to child care for several reasons. First, churches have special features which make them desirable locations for child care programs: available space, convenient location, and tax-exempt status.

Churches often have classrooms which are outfitted for children's Sunday church school groups and which stand empty on many weekdays. Most churches are also accessible to their community: close to public transportation, along major city streets, central to a housing project or suburban housing tract.

Additionally, there are significant financial incentives for individuals or groups to house a child care program in a church. Churches can offer them tax-exempt status. They also have equipment, insurance, garbage collection, telephone service. Frequently they are or can be licensed to serve food.

Yet these historical coincidences of space, location, and tax-exempt status cannot define the church's role as a child care provider. **Ultimately, it is the church's belief in the importance of quality child care that must undergird its decision to support a child care program. No program which is not centered on the well-being of children and a concern for how they spend their time should be housed in a church.**

Implication #2: The Church is Above but Not Beyond the Law

A church-housed child care program ought not put itself beyond the law. A child care program is licensed to assure its community that basic space, safety, health, and staff requirements are being met. Only a program that is approved by all appropriate authorities should be permitted to operate in a church building. Child care licensing codes vary from state to state. Some are strict, others are lenient. (Appendix C offers some common standards and current addresses of state child care licensing offices.) But



these legal standards will often be exceeded in a church-related program because a congregation's commitment to all children of God calls for the very best it can provide.

This means the church will expect high standards of excellence from a child care staff. It means the facilities will be clean, safe, and welcoming for children and their families. It means the goals of the program will reflect a concern for children's growth as caring, trusting, and confident people. It means that policies about talking, playing, eating, washing, will be developed out of a commitment to cooperation, to non-violence, to equality, to fairness and respect for others. For example, a program may have a rule prohibiting teachers from shouting because a person who shouts at a child cannot teach effectively about human worthiness. For similar reasons, a program may prohibit guns, games with "winners" and "losers," or junk food. A church-housed program will also be sensitive to the racial and cultural diversity of its families. It will insure that all children feel welcome, regardless of their ethnic heritage. It will advocate and train teachers to take a multicultural approach to daily teaching and learning.

The values and beliefs reflected in a church-housed child care program are important. And what the church expects of the program is guided by its mission theology.

What is the Church's Intention?

Six Concepts of Child Care as Ministry

The church may wish to operate a program with an explicit **Christian education** component. When this is the motivation, spiritual development will be a central goal of the program. Or a child care program may be viewed as part of a larger program of **pastoral care** of families within the congregation. Congregations motivated to be involved with child care by concern for either religious education or pastoral care will expect to serve primarily children and families of their own membership.

Church congregations may support a child care program within a larger context of **evangelism**. They would expect the program to help expand the fellowship of the parish and ultimately increase the church membership.

A congregation often views itself as the **steward** of the church's physical plant and equipment. A child care program may be seen as an appropriate focus of that trust. Occasionally, church leaders decide to house a child care program because they think it will be a source of revenue. This vision is usually unrealistic: good child care is expensive. Child care can be revenue-producing only if parent fees are very high, staff wages are low, or program quality is compromised.

Many churches feel some general responsibility to meet the needs of others within the community. It is this view of ministry as **community service** that leads them to offer their resources to community child care groups.

Finally, congregations that view themselves as having a significant role to play in promoting **social justice** may support a child care program as part of that ministry. Often these programs serve particular populations such as disabled or homeless children, single parents, low income groups, or families with histories of neglect or abuse.

Clarify the Theology of Child Care Ministry

These ideas of ministry sometimes overlap and are seen as complementary by church members. Perhaps even more frequently, different segments of the congregation will view the same child care program differently. For example, the pastor may see the program as good stewardship and as an opportunity for evangelism; the trustees may see it as a source of revenue; the Women's Guild may view it as a social justice program. At the same time, the parents may see the church merely as a landlord for their child's day care program.

Different views of weekday child care can result in a lack of clarity or intentionality with respect to the program housed in the church.

A task force's major responsibility is to affirm as clearly as possible the church's belief in child care as ministry. It creates a vision of mission for the church. It presents a picture of a community's needs and surrounds that picture with a purpose informed by a Christian belief in love and justice.

If the need and purpose of a program are clear, the congregation's anxiety and resistance to change are lessened. But to reassure parishioners that a child care program is sound ministry for its church, the vision must be tested against practicalities and existing realities.

Step Three: Assess the Church's Resources and Capabilities

After a task force establishes the need for a program and

A Community Child Care Survey

_____ Church is considering establishing a weekday child care program for young children. By answering the following questions, you will help us select a program that will best meet the needs of families in our community.

1. Please list the number of children in your household who are:
 _____ 0-2 years _____ 3-5 years _____ 6-12 years
2. Are any of these children presently cared for by someone other than the parent? If so, please check source of child care.
☐ day care center
☐ family day care (in another home)
☐ other (please describe) _____
3. How much are you currently paying *per week* for this care?
 \$_____ per child
 Comments or explanations _____
4. Are you working, attending school, or looking for work now?
☐ full-time
☐ part-time
☐ other (describe) _____
5. Would you like to change your present child care arrangements?
☐ yes
☐ no
6. What type(s) of child care program would you want to use?
☐ Day Care Center (full-time)
 Number of children who would use program:
 _____ 0-2 years _____ 3-5 years
☐ Nursery School (part-time)
 Number of children who would use program:
 _____ 0-2 years _____ 3-5 years
 Days and hours needed:
☐ Monday — ☐ am / ☐ pm
☐ Tuesday — ☐ am / ☐ pm
☐ Wednesday — ☐ am / ☐ pm
☐ Thursday — ☐ am / ☐ pm
☐ Friday — ☐ am / ☐ pm
☐ Drop-In Care/Mothers' Morning Out
 Number of children who would use program:
 _____ 0-2 years _____ 3-5 years
☐ Family Day Care (Day Care Home)
 Number of children who would use program:
 _____ 0-2 years _____ 3-5 years
☐ Full-time ☐ Part-time
☐ Before/After School Care
 Number of children who would use program:
 _____ 0-2 years _____ 3-5 years _____ 9-12
7. Would transportation need to be provided for your child?
☐ yes ☐ no
8. Do you have special needs that a church-housed program might meet?
☐ evening care
☐ part-time
☐ full-time
☐ care for child with handicapping condition
☐ emergency/sick child care
☐ information and referral services about:
☐ already existing child care programs
☐ parenting classes
☐ infant care classes
☐ other: _____
9. Would you like to know the results of this survey and whether a program will be started?
☐ yes ☐ no
10. Would you like to attend a planning meeting to explore program possibilities?
☐ yes ☐ no
11. Comments or Questions:

 (Optional)
 name _____
 address _____
 city/state/zip _____
 phone _____

Please return completed form to Church. Thank you for your assistance.

A Church Survey About its Weekday Children's Programs

_____ Church is seeking ideas from the congregation regarding its children's weekday ministry.

The Committee on Long-Range Planning for Child Care would like to know your thoughts regarding the existing programs, as well as your concerns and needs for other possible programs. Please take a moment to complete this questionnaire.

Section 1

Are you aware of the programs currently at our church?

☐ yes ☐ no

If you are familiar with the programs, how well do you think they serve the children and the community?

☐ Very Well ☐ O.K. ☐ Poorly

What needs do you personally have for child care, either at our church or in other programs? (Check all that apply to your present needs.)

☐ Nursery School

☐ Mom's Day Out

☐ Full Day Care Center

_____ hours per day

_____ days per week

☐ Other kinds of child care (please specify) _____

☐ No need for any child care

Section 2

Churches are a very big provider of care and nurture for young children. Statistics show that for every one child who attends Sunday School, there are eight (8) children participating in a church-housed weekday program.

What kind of program(s) would you like to see our church support? (Check as many as you like.)

☐ Nursery School

(3-5 years)

☐ Mom's Day Out/Drop-In Program
(Infants-3 year)

☐ Full-Day Care
(2-5years)

☐ Full-Day Care for infants and toddlers
(0-2 years)

☐ After School Care (3-6 pm)
for school age children

☐ Family Day Care Network
(to identify neighborhood "babysitters" or family day care providers, offer them resources and training, and refer families needing child care to them.)

☐ A Resource and Referral Service
to assist families in finding child care.

☐ Scholarship Program
(to raise money so neighborhood child care programs can offer financial assistance to low income families.)

☐ Partnership Program
(to join another church in its efforts to house a child care program.)

☐ Other kinds of programs
(please describe)

Comments or Questions _____

Please return completed form to Church. Thank you for your assistance.



defines the church's purpose for being in child care ministry, it takes a hard look at the church's resources.

Too often new program ideas are resisted by members of church congregations who argue, "We can't afford it," "It won't work," or "We've always done it that way." In other cases, a congregation may feel so pressed by the needs in its neighborhood or so committed to social action on behalf of working parents that it rushes to open a program before it examines its capacity to support a child care ministry.

A church which has never housed a child care program needs to know it can actually manage one. Or if its experience is with a small nursery school, it needs to be sure it can meet the requirements of an extended and larger program. Or it needs to be certain it has the building resources to house the program needed by the community, perhaps a program offering respite care to families with disabled children, or an after-school program for elementary school-age children.

Most important, a church needs to come to terms with its own feelings about child care. A task force doesn't seek complete consensus among parishioners, but it needs to honestly appraise the church's willingness to support a child care program.

The following questions help a task force assess its church's resources and capabilities:*

Questions about the Church

1. Is the church located where there is a particular child care need? Is there an elementary school nearby where school-age children might need before- and/or after-school programs? Is the church on a bus line that parents use to go to work? Is the church near a factory office building, hospital or college where employees might use the church program?
2. How do church members feel about child care? Do they support mothers who need or want to work outside the home?
3. How would a church-housed child care program fit into the total program of the church? Are people in the congregation committed to a long-term, ongoing, inclusive program? Would church members prefer to operate a program or support one run by a non-church group?
4. What are the resources of the church? Are the facilities adequate to house a program — the building, equipment, outside play area, heating and cooling, space per child, toilets, rest area, kitchen? (See Information on Licensing, Appendix C.) Are there members of the church who are potential child care directors or staff? Volunteers?

Questions about the Community

1. What are local resources outside the church that are available for information, expertise, leadership? Where can church leaders go for information about existing child care in the community? Are there opportunities for supporting child care other than housing a program in the church? Could the church initiate such an effort?
2. What are the local and state laws that affect the child care decision? What are state day care licensing regulations? What are zoning laws for use of the church? How do neighbors feel about the church having a child care program?

Questions about Finances

1. What is the estimated cost for personnel, equipment, materials, administration of the recommended program? What portions of these are start-up costs? Which are ongoing? What is the cost per child in other local programs similar to this one?
2. Can tuition and fees be charged? What are the effects of having a sliding fee scale? Reduced rates for second or third child? Will part-time care be offered? If so, how will fees be determined?
3. Will public funds be sought? For tuition? For food? For children with special needs? How does the church feel about receiving public monies?
4. What staff benefits will the program offer? Vacation/sick/holiday/leave time? Health insurance? Pension?
5. What private funding is available? How much money can the church itself put into the child care program annually? What potential does the congregation have for special individual gifts? What potential is there through regional/national church agencies? From the United Way? Corporations or foundations?
6. Are there local church or secular groups that might offer equipment, supplies, in-kind services or one-time-only grants for start-up costs?
7. What are the hidden costs of child care? Is the church willing to increase its maintenance budget to cover the costs of wear and tear a child care program brings?

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Legal Questions

1. Does the church have adequate liability insurance?
2. Does the policy cover a child care program housed in the church? What would the policy limits be? Would there be additional costs?
3. What are local and state laws that affect a child care program?
4. What are state and local day care licensing regulations?
5. What are zoning laws for use of the church?
6. If public funds are sought, to which additional laws and regulations will the church be subject? Will public support be direct (grants) or indirect (tax subsidies/exemptions)?
7. If the child care program is to be operated/sponsored by the church, how will federal/state/local regulations affect the explicit teaching of religion? How will the receipt of public funds influence the type of program developed? (See Legal Resources in Chapter 5.)

Once a task force has researched answers to these questions and others unique to its own church, its study is complete. It understands the need for child care both nationally and locally. It has clarified its intentions and shaped its statement of purpose. It has measured its vision against the reality of the church's resources. Now it is ready to select a program that embodies the church's child care mission.

A Note on Wear and Tear

In terms of wear and tear on property, one child care program day is about 10 times as "long" as one Sunday church school day. (1 hour $\times$ 30 children = 30 program hours, as contrasted with 10 hours $\times$ 30 children = 300 program hours.) When the church and child care people recognize this, they can anticipate the effects of living with a child care program. If persons in the church community keep in mind the purpose of the program, they can clarify, and perhaps reorder, their priorities.

Step Four: Choose a Program that Best Serves Families in the Community

Whatever child care program a church chooses to provide limits, in some way, the type of children and families who are served. As it considers its options, a task force needs to remember that **each type of program has worth**

and value to certain families. In fact, established patterns of child care described below may be only an edge of the quilt of care that covers families' needs. A task force that is knowledgeable about and sensitive to its church community can create a program which truly meets the needs and hopes of its families and children. As Ellen Galinsky and William H. Hooks discovered when they observed and sought to evaluate a wide variety of child care programs in 1975:

We found that the size of the program, the source of funding, and any of the other elements that are commonly used to differentiate child care programs are important but certainly not the most important ones for judging a program. We came to feel that it is the quality of life for children, parents, and staff that distinguishes one program from another.'

Descriptions of Twelve Child Care Options

1. Play Groups and Parent Cooperatives

Many parents want to spend time with other parents and their children. Playgroups offer opportunities for parents to share with one another informally while their children play together. A new mother especially needs support as she adjusts to full-time parenting. In a playgroup she is free to share her anxieties and talk about every nuance of her child's development.

In parent cooperatives, parents care for participants' children on a rotating basis so that costs are minimized. They collectively decide the purpose of the program and establish policies and procedures. Even when parent cooperatives evolve into larger and longer programs with paid staff, parents continue to serve as the policy-making board.

2. Parent-Child Development Programs

These programs are similar to playgroups in that both are designed for parents and their children. As the name implies, parent-child development programs focus on building a healthy relationship between parent and child. A trained staff person offers information about the child's development to the parent and provides opportunities for the parent to play with and care for the child in a secure and supportive environment. Teen parents who feel unsure of their new role often benefit from such programs. As more fathers share parenting responsibilities (especially when many are unemployed or have as much time for child care as their working wives) they too can benefit from instructional programs.

3. Drop-In Care or Mothers' Day Out Programs

These programs offer part-time care for children of parents who may have occasional responsibilities where



their children cannot be present, or those who want their children to have social experiences with other children. An 18-month-old child who is alone and bored often demands continuous attention from his/her parent. A few hours of vigorous, well-planned play with other toddlers may satisfy the child. At the same time, the parent gets a welcome respite to take care of other needs.

4. Nursery/Preschool

A preschool or nursery school is ordinarily a half-day program with a planned curriculum. It may be staffed by parents themselves, by staff assisted by parents, or by paid staff only. Sometimes a working parent chooses to enroll a child in a morning preschool so that the child benefits from planned group learning. The parent then makes arrangements with a family care provider to care for the child from lunchtime until the end of the afternoon.

Each of the part-time programs described above provides families with valuable, supportive services. An unemployed single mother needs a program equally as much as a working parent. Her child benefits from the stimulation of other children, and her own isolation is eased.

5. Family Day Care

Persons who care for one to five or six children in their homes are called family day care providers. FDC frequently serves infants and toddlers of working parents who want their very young children in a homelike, informal environment. Some FDC providers also offer before-/after-school care. A third grader whose parents work until five or six o'clock can come "home" to the caregiver, eat a snack, play outside, and perhaps be helped with homework until the parent picks him/her up.

A church may consider coordinating a network of family day care providers, either in connection with a center or as a training and information service for parents and providers alike.

6. Day Care Center

A center usually serves the children of parents who work, are in school, or are looking for work. Being open at least 9-10 hours a day, it has a full staff and serves daily at least one meal and two snacks. A center may serve children ages 0-6 years, although it has been less likely to serve infants because of the higher costs per child and because the demand was not as great as that for two-, three- and four-year-old care. Recently however, there has been a dramatic increase in requests for infant/toddler and for after-school care at centers.

7. Before-/After-School Care

These programs are distinct from "enrichment" programs such as art or music classes which are offered to children for an hour or so after school. Before-/after-

school care is a service to working parents whose children need supervision until 5:00 or 6:00 p.m. Children ages 5-10 (even 12) are offered supervised recreation, snacks, and sometimes tutoring or homework help. Nothing causes a parent more concern than his/her 7-year-old son or 8-year-old daughter at home alone for three hours in the early evening. Before-/after-school care meets an increasingly urgent need in our communities.

8. Care for Children with Special Needs

A program that meets special needs of children may truly be a blessing to a community. Children who are deaf, blind, mentally retarded, or have some other handicapping condition can be helped to full and rich lives by a quality child care program. Migrant or refugee children require special care and their parents need social services. Families with histories of child abuse or neglect can hope for the future if they are offered therapeutic care. Increasing numbers of homeless families with young children depend on churches to help them reorder and reclaim their lives. AIDS-infected children cry out for Good Samaritans to help. Surely such programs are God-sent which reach the most needful in our communities.

9. Emergency/Sick Child Care

Working parents often feel frantic when their children are mildly sick or regular caregivers are unable to care for them because of illness or vacation. A church in a community with plentiful child care programs may find that carefully planned emergency drop-in care fills a needed gap in the community's child care services. (State laws vary greatly regarding the legality of drop-in care and need to be checked carefully.)

10. Resource and Referral Services

No program is more important to families than one which helps them find the child care they need. In fact, whatever child care ministry a church chooses to support should offer guidelines to help parents choose a quality child care program. (See resources on choosing child care in Chapter 5.)

A resource and referral (R&R) service may include listings of community child care providers, cross-referenced according to location, ages served, and type of program. Some R&R services develop instructional or toy-lending libraries, and materials or babysitting exchanges. Others offer workshops on child development or work and family life. Still others have a substitute service which child care programs may use. R&R services often do effective community education about quality child care.



11. Partnerships and Consortia

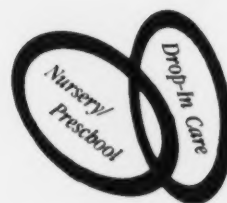
A church with resources may become partners with a church in a poorer neighborhood, assisting its sister church with capital improvements, equipment, scholarships, or core budget costs. Such partnerships may insure that the child care is good and affordable for families who would be least able to pay for it. In other communities, a group of churches may initiate a child care program — providing a service which none would have been able to do alone.

12. Advocacy

Children need caring, informed adults to speak and act on their behalf. Whether a church houses a child care program, it can do child care ministry. A church child care task force can bring information to the congregation about state legislation, federal policies, or community efforts which impact families with young children. It can organize a speakers' bureau, letter-writing campaigns, fundraisers, workshops to advocate for coherent, comprehensive, inclusive and equitable public policies regarding child care. Indeed, all churches have a responsibility to make their voices heard on behalf of children.

A Task Force's Job is Done

A task force recommends a program to the church's governing body from the options it has studied. After it approves the task force's findings, the governing board announces the program at a congregational meeting. It leads the church in celebrating the work of the task force and embraces its recommendations with hope and enthusiasm. It also lives with the reality that even after such careful study, there will be those who approve of the program and those who do not! The groundwork laid by the task force, however, assures that a stable and strong program can be built. Now a board and staff are developed to carry forth the mandate of the church and to continually monitor the quality of the child care program. ↑





Chapter 3

Then the Children Were Brought

Initiating a Child Care Program

When the church has decided on the type of program it will offer, it is ready to take the necessary steps to start such a program. Chapter Three describes procedures for getting the program started.

Set Up a Child Care Board

Church members are not ordinarily experts in early childhood education. They cannot be expected to know what "quality" care for children means. Often a congregation will approve of a program because it "looks good," that is, it is orderly and clean. In contrast, parishioners may be disturbed by a program that generates a lot of noise and "mess." There is a danger that church members who do not know what a program is about may not care either as long as it does not intrude on "regular" church activities.

Once it has approved support for a child care program, a church selects parishioners to work with the program. Depending on the nature of the relationship, that group will directly oversee the program, advise it, or simply act as liaison between the program and the church's governing board.

A Church-Operated Child Care Program

If a task force has recommended that a church operate a child care program and the governing board of the church has approved the recommendation, it then appoints a child care board or committee which has authority to initiate and govern the program. In this instance, the church makes child care part of its ongoing program and takes financial responsibility for it. Moreover, the child care board or

committee is accountable to the church's governing body for all aspects of the program.

A Church-Sponsored Program Operating Under a Separate Board

A church can also choose to set up a separate non-profit corporation to operate the child care program. In this case, the legal liabilities of church and program are clear and distinct. The board is under contract to the church, but the program operates independently from church structures.

This arrangement is useful to a church, which can end the contract when it wants. It is useful to a child care program which does not need to have every policy decision approved by the church's governing board. It is also free to join child care organizations and networks as an independent legal entity.

An Independently-Run, Church-Housed Child Care Program

A non-profit community group invited by the church to use its space signs a contract with the church's governing board. In this case, the church appoints an advisory committee to serve as a liaison between the church and child care program's own board. In such a contract, the church may provide support for the program by rent-free space or custodial help. But it assumes no financial or programmatic responsibilities for the program once the terms of the contract are met.

In 1984 the federal tax law was amended to make acquisition of tax-exempt status easier for child care programs. The new amendment, 501 (k), is for child care programs in which substantially all care provided is for working parents and enrollment is open to the general public. Other child care programs set up as non-profit corporations would still need to acquire a 501 (c) (3) status.



The Board's Responsibilities in Establishing a Program

Whether the child care board is appointed by the church or is established as an independent body with a church liaison committee, it plays a significant role in initiating a program, seeing that it abides by its stated purpose, and monitoring its fiscal management. Even if a program is one which does not use much church space, such as a family day care network, or an information and referral service, it needs a board to oversee its administration and to manage its relationship with the church. (See "Board Resources" in Chapter 5).

The board of a church-housed child care program needs active members. It includes the following church and community people:

- representatives of the church who are concerned with
 - 1) the use and maintenance of the property; and
 - 2) the education of young children; and
 - 3) the church's community outreach;
- a person knowledgeable about finance;
- a child development specialist (perhaps from the early childhood education department of a local college);
- a member of the church staff;
- parent representatives.

A board functions best if it is small enough (8-15 persons) that each member has a clear and purposeful role. Since this group will not have all the expertise necessary to carry out its responsibilities, it needs access to other resource people, including a lawyer, social worker, health care professional, personnel specialist, and public relations person.

The major steps a board may take to establish a program are to:

1. Establish bylaws for its governance; define and select board officers and committees; develop an organization chart delineating lines of authority and communication;
2. Hire a program director;
3. Draw up a contract that establishes its relationship to the church's governing board and all legal entities (contractors, vendors, government agencies, etc.);
4. Assure adequate insurance and liability coverage;
5. Obtain a license to operate;
6. See that the purpose of the program is reflected in its goals and objectives;
7. Develop financial policies and budgets;
8. Establish personnel policies and confirm job descriptions and qualifications;
9. Act as liaison and child care advocate with the church community;
10. Encourage parent participation;

11. Regularly review program in light of established purposes, goals, and policies.

Board Orientation

A board needs an orientation to inspire and inform each member about the responsibilities ahead. During orientation, board members prepare themselves for their job by visiting child care programs in the community. They also receive instruction in the basics of child development and early childhood education. A board may at this time draft a pamphlet or brochure announcing the program and declaring why the church has chosen to support child care. At the same time, the NCC policy statement on child care (Appendix A) can be adopted, or a similar policy statement drafted, so that the board's commitment to quality child care is unequivocally stated. Such a written declaration helps church members, parents, and the community at large to recognize the church's intentions.

As board members sense the possibilities of the program and believe in its mission, they become effective child care advocates who undertake their tasks with excitement and thanksgiving. Throughout their term of office, they continue their education, developing skills in such areas as policy development and program evaluation. As they take up their responsibilities, perhaps they may be strengthened by the following thoughts of NCC staff person Peggy L. Shriver:

Caring for people is not tidy. Churches have discovered that almost any attempt to provide simple help is ultimately not simple. In India there is a saying: "If one hunts for ivory, one finds an elephant attached." If one attempts to help an individual, one finds a society attached. . .

It is not unlikely that care for migrant children will lead to questions of justice about the lives of migrants, or that care for children from distraught families will bring serious questions about child abuse, broken homes, unemployment, or welfare policies. This is not an argument to discourage involvement in child care programs by churches. It is rather an invitation to even deeper adventure into the mysteries of human society and what God means by an incarnational love of neighbor as oneself.^a



Hire a Program Director

The first, and maybe the most important, task a board has after it establishes its structure and bylaws and is oriented to its responsibilities is to select a program director. Sometimes the person who has led the church to its decision to support a child care program is the "logical" person to be the program's leader. In any case, however, the board follows a careful and open selection process. For the process itself helps board members and candidates to sharpen their vision of the program.

It is important to note here that the only staff person a board hires directly is the program director. The board's relationship to other staff is determined by personnel policies which are board-confirmed. (See "Establish Personnel Policies" below.)

The director works with the church most effectively if s/he is accepted by the congregation. A Sunday morning "commissioning service" (where possible and appropriate) enables parishioners and board members to celebrate their joint venture with the new director.

The director also builds a relationship with the church community by working directly with the church's representatives to establish the program, and by reporting regularly about the program to the church congregation.

Draw Up a Contract Between Church and Child Care Program

A director leads a program effectively when s/he clearly understands the terms of the relationship between the church and the child care program. A contract, even among friends, prevents the relationship from foundering on unspoken expectations and unforeseen legalities.

If the church plans to operate the program, the child care board spells out areas of responsibility in an agreement with the director, who is accountable through that board to the church. If the program is to be independently run on church premises, the need for a contract is even greater. Particularly important is the need to clarify the legal status of the program's sponsoring person or group. For example, churches have tax-exempt status. But if they rent space to organizations that are not non-profit corporations, they may incur a tax liability or endanger their tax status. A lawyer familiar with church polity and tax law should thus draw up or approve the contract.

Whatever the legal relationship between the church and the child care program, the contract will explicitly define the responsibilities of both. A sample contract is found in Appendix D.

The following details are specified in a contract:

A. Ownership

- Who owns the equipment initially in the church?
- Who owns the new equipment that is bought?

B. Use

- What space is the child care program going to use?

What space adaptation is permissible? Will that space be shared with other church programs? Who is responsible for scheduling the use of church space? Are animals permitted on the premises? Which types?

C. Equipment

Who is free to use what equipment? Is the kitchen available to the program at all times? What outdoor play space may be used? If there already is play equipment outdoors, may it be used by the program? Can the church use outdoor equipment that the child care program installs? What is the equipment replacement policy?

D. Services

Who provides janitorial services for the child care program? Who keeps up the rest rooms? Who opens the building for night meetings? Who locks the building when the child care program is over?

E. Costs

Does the center have its own telephone? Who pays the extra costs incurred by the church for maintenance? for insurance? for secretarial services? How are utility, heating, and cooling bills divided? Who pays for building repairs and redecoration needed because of hard use?

F. Responsibility

Who is responsible for maintaining and storing equipment? Who changes equipment each week for Sunday, if such change is necessary? Who repairs the building? Who secures permits required by the governing agencies? To whom are licenses and permits issued? With whom do vendors, building contractors, etc. contract? Which responsibilities reside with the church board? the child care board? the director?

G. Laws

What is the church's insurance liability? the program's? What are the zoning regulations if the church rents space to an independent group? What are regulations on public accommodations (maximum numbers, non-discrimination policy, etc.) that have to be posted if the space is rented? Will a child care program affect the church's tax status?

A contract is not magic. Even when good will and clear understanding prevail, problems develop because of conflicting priorities of individual staff, parishioners, or parents. A church member may feel angry because her cherished flower bed has been damaged by the children's daily ball games. Or despite the extra time child care staff put into cleaning bathrooms, the walls may not measure up to



a parent's standards of cleanliness. Or a child care teacher may lock up her supplies because she has found scissors and crayons missing on two consecutive Mondays.

A contract cannot change values. But problems can be put in perspective if all sides ask what their priorities are saying to the children. Perhaps a box of crayons is not worth the message a locked cabinet gives a child coming to Sunday church school. But a ball field may be relocated to show children the need to respect other people's feelings and property. And even if a clean bathroom wall isn't what makes children feel welcome, if standards of cleanliness are not maintained, a child may get sick and not be able to come at all. Each act, each word, carries a message that gives a contract its meaning, and a relationship its vitality.

Obtain a License to Operate

At the same time the contract is being drawn up, the director is working with board members to ready the building to meet zoning, fire, health, safety, and licensing requirements. (Information on licensing is listed in Appendix C.) Even a half-day program that does not have to be licensed needs to meet basic requirements of health, fire and safety.

Preparing for a program requires six months to a year. By inviting representatives from each regulatory agency to make an on-site visit at the start of the planning period, the board may avoid the frustration of having to postpone opening extra weeks while waiting for approval of, say, the electrical system.

Each agency representative will bring copies of its rules and regulations. S/he will work with the director, custodian, and building chairperson to interpret each of these standards as it applies to the particular church location and will give suggestions of how best to meet the requirements.

A cooperative working relationship with agencies often speeds up the regulatory process: agencies may grant temporary approval of a program even when it has not yet met every standard, if they think the board and staff intend to comply.

Develop Program Goals and Objectives

While certain board members are concerned with the legal requirements and contractual arrangements between the church and the child care program, others focus their attention on the program itself. Working with the director, they develop goals and objectives for the program which reflect the congregation's commitment to quality child care as well as to congregational mission goals. Since these board members have familiarized themselves with

the basics of child development and with comparable programs in the community, they will formulate goals and objectives based on the highest principles of early childhood education.

Goals reflect the vision of a program. They are, in turn, grounded in concrete objectives. A church may decide, for example, to found its child care program on the belief that learning to live justly in a world of different people begins with children. One of the program's goals, then, might be to provide an opportunity for different kinds of children to play and grow together. From this goal, certain objectives emerge: the program will be racially and ethnically balanced; it will include children with disabilities or special needs.

Or a church's mission may be to serve community families under stress. A goal might follow that the program will support children of single teen mothers and parents who are looking for work. Objectives of this program could be to offer parent counseling, workshops in parenting skills, or classes in work and family life.

A third church's purpose might be to offer young children a Christian education. A goal of this church's program would be to nurture the spiritual growth of children. Its objectives could include the development of a curriculum of song, art, and story through which boys and girls





know themselves as God's children. Another goal of this program might be for staff to recognize and accept their role as Christian "models" for children. Some strategies to help reach this goal could include selecting staff who are church members, or including Christian education as part of staff training.

Choose an Educational Program

A program's goals and objectives are lived out through its staff, parents, and children. The road map this community follows is the curriculum. A curriculum, or educational program, is simply "what adults and children do as they live together."¹⁰ A curriculum implies that children will receive planned intellectual and social stimulation to help them learn and develop.

The array of curricular philosophies and materials can dizzy even the professional child caregiver. What is vital is that a program is planned, that it is consistent with the values inherent in the program's purpose, and that it is appropriate to the ages and abilities of the children involved.

A church which has decided to support a half-day nursery school for three- and four-year-olds in order to begin their Christian education may want a structured or formal curriculum. In such a case the church's Christian education leaders work with caregivers to choose materials for the children and prescribe many of their daily activities.

An after-school program may, on the other hand, be set up to provide care and nurture for children of working parents. The curriculum of this program may be quite open and informal. The caregiver prepares materials and activities, but the children choose from among them, going at their own paces, following their own interests.

Comparative studies of child care programs consistently point out the benefits of curricula which blend "prescribed educational activities with opportunities for free choice," that have some structure, but also allow "children to explore a rich environment of objects and peers on their own without teacher direction."¹¹

Naturally a program which focuses on infants and toddlers, on children with special needs, or on parent-child development, has a curriculum tailored to the needs of those particular participants. What good programs have in common is a curriculum in which caregivers' efforts are geared toward making children feel good about what they can accomplish.¹²

Curriculum planning is the responsibility of the program director and staff. The child care board's responsibility is to be sure the goals and objectives meet the program's purpose, and to understand how the curriculum fulfills those goals. Then it can interpret the program to the rest of the church, to parents, and to the community.

The knowledge and enthusiasm a board has about a child care program are critical to the next task it faces: financial planning.

Develop Financial Policies and Budgets

A board committee on finance probably needs not only an accountant but a philosopher and a judge as well! For financing a child care program raises complex issues of ethics. The children who come to the program are finally those whose families can afford to send them. The question of affordability thus remains central to all discussions of budget and finance.

Establishing Fiscal Policies

The first issue board members consider is how much the program is going to cost. Parents and staff both want to give each child high quality care. Yet parents want the care to be affordable, while child care staff need to be paid just wages.

The board finance committee grapples with the dynamics of quality vs. cost trade-offs. They study costs per child of comparable programs in the community. They consider how many children to enroll, and what staff-to-child ratio to establish. Then they try to determine what tuition and fees are affordable to the families in the community they have chosen to serve, and what other financial resources the program has. They also look at job qualifications for staff and plan wage scales. Somehow they find a balance among cost of care, quality of care, and wages paid to caregivers. Their decisions (as well as the space) determine the total number of children the program serves.

Funding Sources

What portion of the monies can be raised from church sources? What portion from fees and tuition? From private or public agencies? Which budget items are "one time only" costs? Which are in-kind contributions such as rent or utilities? Each decision involves ethical issues.

Church Sources

A church that has decided to minister to young children often looks to its own congregation for some resources. The church may itself budget money for the program. It may subsidize the program by providing free space, utilities, custodial care, or administrative services. A finance committee may solicit donations from members of the church and ask them in turn to seek funds from colleagues at work, friends at clubs, contacts in unions or professional organizations. Parishioners may undertake fundraising activities together with the parents of the child care program. Some churches initiate partnerships and consortia with other churches, combining their diverse



gifts and graces to support a particularly needed child care program.

Public Sources

The committee may also apply for public monies through such government programs as the Child Care Food Program of the U.S. Department of Agriculture. Again, choosing government subsidies defines which children will be served. A program that accepts public funds is usually required to serve a percentage of children of the "working poor." (See discussion of legal questions in Chapter 2.)

Ethics of Tuition and Fees

A major ethical issue involves fees, tuition, and scholarships. Child care programs are usually supported, in part, by fees from individual families. A flat fee-per-child system is convenient for budget planning and bookkeeping, but it places a heavy financial burden on a poor family or a family with more than one child in the program. Equal fees thus are not equal in terms of human need.

Scholarships

Offering scholarships to lower income families and reduced fees for second or third children in a family are ways financial burdens may be lightened. Yet questions of "who is needy?" persist. Does a program accept a child whose family can afford to pay full tuition because it needs the income? Does it turn away a child at risk of being neglected because the family needs a full scholarship? Furthermore, if staff or parents differentiate between "scholarship children" and "regular children" the scholarship becomes a tool for demeaning certain children.

Finally, since wages are generally low for child care staff, does a board offer reduced tuition to staff children? If so, they then have to deal with concerns of other staff without children in the program who may request comparable benefits such as additional leave time.

Tax laws influence a board decision on tuition and fees. Middle and upper income families may earn significant tax credits if they claim child care expenses. Since this legislation does not help families with very low incomes, a child care program may offset tax advantages of higher income families by instituting a sliding fee scale that benefits lower income families.

Sliding Fee Scales

A sliding fee scale offers an approach to program financing in which small families with high incomes subsidize, in effect, larger or poorer families. While this plan is more equitable for low income families, it must also be affordable to families who pay larger fees. Otherwise, the more affluent families will not remain, and the program will lose both its economic diversity and its financial base.

The Ethics of Wages and Benefits

The last challenge for a board finance committee is to establish equitable wage policies. Child caregivers historically have accepted substandard wages. The reasons for this are complex: people who care for young children have been thought of as "only babysitters," and caregivers themselves have accepted this designation. There is also the reality that were caregivers paid adequate wages, the cost of child care would not be affordable to most. Providers thus subsidize, willingly or not, the cost of care for young children.

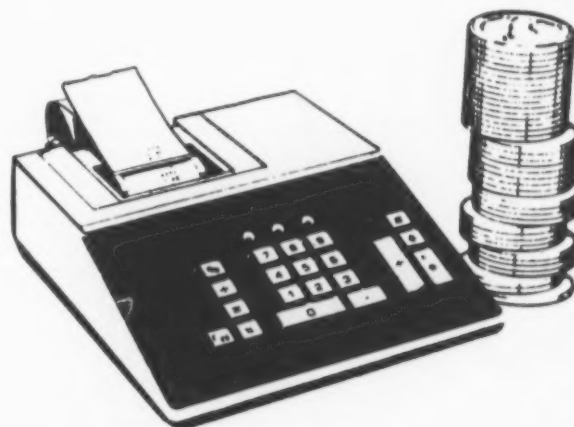
A church fiscal policy cannot change the inequities of the day care system. But it can offer leadership by advocating for increased wages and benefits on behalf of child caregivers. The church board itself can set an example by paying more equitable wages and fringe benefits such as health insurance, vacation and sick leave, and inservice training. It can also establish a system of incremental pay increases so that caregivers are encouraged to seek additional professional training.

75% of a child care program's budget is often spent on personnel. If a board decides to pay its staff wages commensurate with their training and experience, it is then responsible for raising enough money to allow the program to remain affordable to all who come.

The initial commitment a church makes to its child care ministry, the clear purpose it sets for its program, helps the board keep its vision in sight when it could easily become mired in the complexities of child care finances.

Budget Development

Having considered all the financial issues of a child care program, committee members are ready to develop a budget. All operating costs are included so that actual per-child costs can be determined. Contributions of serv-





ice, equipment, rent, etc. are included in a budget so that church and community support is visible and tangible.

The fiscal year may be set up to coincide with many churches' fiscal year (January 1—December 31), with the federal (October 1—September 30) or state year (July 1—June 30), or the program year (September 1—August 31). Whatever planning time is chosen, the board accounts to its funding sources according to their own calendar years. (Examples of start-up and operating budgets are described in Appendix E.)

A church congregation's commitment to child care is tested during the budgetary process. For the budget reflects, in financial terms, the ethical decisions it has made.

Establish Personnel Policies

Policies for hiring and maintaining staff will, like fiscal policies, grow out of the program's purpose. "Staffing" may seem to imply a large program with many staff. But basic personnel policies apply to a program with one director/teacher as well as to one with a staff of twenty.

In no other profession are the attitudes and feelings of staff more central to the success of a program than in child care. In their study of child care programs across the country, Ellen Galinsky and William H. Hooks discovered that good programs had common staff characteristics: they all had visionary leaders who developed strong caregiver teams. They all chose staff not so much on the basis of their "objective" qualifications — their training and experience — as on what kind of human beings they were. Personnel committees in all the strong programs spent long hours interviewing candidates and observing them with children. They wanted to know primarily how the applicants felt about children. Also, they wanted to be sure the staff they hired were open to learning and could handle stress effectively. And they watched prospective employees' responses to adults, especially to parents.¹¹

All adults in the programs were expected to have a personal relationship with the children. Teachers, aides, maintenance staff, administrative people, and volunteers spent a part of their time caring for the children, and they felt comfortable with a new title, "caregiver."¹²

In a church-housed program, the children's "caregivers" will include the pastor, church staff, parishioners and visitors, who pass through the building during weekdays. Orientation of church members to their caregiver role can take place during a morning worship service or at an "open house" which introduces them to the child care program. The more a congregation knows the program and its participants, the more it appreciates its own supportive role in making the program a success.

The importance of staff's subjective qualifications,

however, does not mean that they need no training. In fact, the "professionalization" of the child care field will progress as caregivers are required to be trained in child development and early childhood education. (See Chapter 5, "Training Resources.")

Church-supported child care programs provide leadership to upgrade caregiver qualifications by hiring staff who have basic early childhood training and, more important, by providing on-going inservice training for all staff members.

Guidelines for hiring staff, developing job descriptions, and supervising employees are found in numerous child care management publications (See Chapter 5, "Personnel Resources"). The child care board's personnel committee locates a resource person — either in the congregation or through other child care programs in the community — to help them draw up clear and complete descriptions of staff jobs and terms of employment. The committee takes special care to insure that positions are open to persons of any race or sex. If the board expects staff to have a religious faith or to belong to a particular church; these expectations are explicitly stated.

A resource person also helps the committee and the director develop a staff handbook which describes the mission, goals, and objectives of the program, and includes personnel policies, job descriptions and an overview of the organization. The history and beliefs of the church are also included in the handbook, and key church leaders are identified both by name and by function.

Whatever program a board initiates, it takes the steps described above. * Similarly, one key element sustains any program: it is supported by an informed constituency. A child care program's "constituency" consists of parents, the church, and the larger community. A board urges each group to participate in the life of the child care program. It recognizes that if it forms partnership with staff, parents, and community child care advocates, it helps the program to survive — and to thrive. †

¹¹If the church or child care board has carefully moved through these suggested steps, considering the questions and issues raised, there may be many who wonder what a "real life" program looks like. A visit to another program similar to the one the church is planning is in order. Directors of most programs are willing and eager to share their successes and failures with others interested in serving young children and their families. To locate such a program, call the local/state licensing office, local child care resource and referral services, the child development department of a local college, or the Ecumenical Child Care Network of the National Council of Churches (212-870-3342).

Quick Checklist for Opening a Child Care Program

Major preparatory tasks are common to most child care programs. The board may use the completion of certain tasks as a time to make a report to the church community.

1. Determine need for child care in community and decide what kind of program to operate.
2. Consult licensing and other appropriate regulatory agencies to find out about standards for building and outdoor space and about fire, health, and safety codes.
3. Obtain zoning permit, if necessary.
4. Develop agreement between church and program (draw up a contract).
5. Prepare layout of rooms and yard with basic equipment.
6. Plan necessary renovations to indoor and outdoor space to meet codes and requirements.
7. Determine costs for space and equipment needs.
8. Develop and collect data for start-up and operating budgets.
9. Develop goals and objectives of program; set hours and calendar.
10. Develop policies on admission, tuition and fees.
11. Finalize start-up and operating budgets.
12. Apply for necessary permits and license.
13. Obtain non-tuition funding (foundations, grants, government subsidies, contributions, bank loans, fundraising)
14. Prepare building for occupancy.
15. Order necessary equipment and supplies.
16. Hire program director.
17. Open accounts for utilities and telephone.
18. Obtain necessary insurance coverage.
19. Set up books for financial record keeping; establish procedures for handling money.
20. Prepare policies for personnel, program, curriculum development; health, safety, nutrition, parent involvement.
21. Develop food program and schedules; order first month's supply of food.
22. Prepare operations manual; parent handbook.
23. Develop registration and enrollment procedures and forms (master card, health form, parent agreement, attendance record).
24. Set opening date; advertise, recruit, and pre-enroll children.
25. Hire and orient staff; design staff handbook.
26. Design curriculum, daily schedules for staff and children.
27. Obtain permits and license to operate.
28. Arrange classrooms and develop yard space.
29. Prepare and post emergency and fire procedures.
30. Develop and post program discipline policy.
31. Outline weekly planning procedures (and forms if necessary).
32. Develop evaluation forms (children, staff, program).
33. Plan pre-opening open house. Invite church members, parents, children, benefactors.

**Meet with Church Board regularly
throughout program preparation!**



Chapter 4 Sharing the Good News About Your Child Care Ministry

Tell the Church Community About Your Child Care Program

A church that has pledged its support to a child care program wants to know how the program is going! No amount of news is too much. Congregations are usually cautious: they don't like change; they worry about money. But if they are challenged, they discover surprising sources of support in their midst.

A child care board reassures the congregation by offering it frequent opportunities to learn about the program. Committee members report regularly on the program during or after Sunday worship. A regular spot in the Sunday bulletin insures that information gets into the hands of every parishioner.

Special workshops on child care, child development, and changing needs of families attract some church members. Open house at the child care program attracts others. Children from the program are invited to attend a special children's Sabbath program. Throughout the year, there are occasions such as Christmas, Easter, or the beginning or ending of a program year when the church and the child care community meet for mutual affirmation and appreciation.

The board encourages parishioners to be directly involved in the program. Volunteers are trained and welcomed; donated supplies are used; fundraising events are developed around special needs such as scholarship aid or a new outdoor climber.

Finally the board accounts to the church for the program. Evaluations of the program's quality, levels of parent participation, and costs, are made to the church's

governing body. At an annual child care board meeting, board and staff celebrate the tangible results of their efforts with the church community. Problems are aired, and concerns are addressed. The vision of the church's child care ministry is renewed.

The child care board builds bridges of understanding to carry the good news about child care to the congregation. It also brings the Christian message of love for one's neighbor back to the child care community.

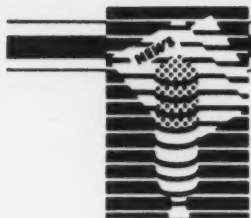


Tell the Child Care Community About Your Church



A church congregation is often particularly concerned about the attitudes of a child care program's staff and participants toward the sponsoring church itself. Whether staff are members of the church, people of other faiths, or Christians at all, they need to be sensitive and responsive to the church's traditions and programs.

The story of the new day care director who puts a painting of "The Last Supper" in the closet to make room for children's artwork unfortunately has been repeated in too many church programs. The painting may have been given to the church in memory of a member of the congregation. At the very least it was intentionally hung on the wall because someone, perhaps a Sunday church school teacher, wanted it there.



Each parishioner has a sense of ownership about the church's building, members, and programs. Parents, staff and children of a church-housed child care program need to be told about the church's history, its commitments, its victories and struggles.

The church has many opportunities to reveal itself to those who come for child care: a wedding party leaving the sanctuary can be the highlight of the children's day. A three-year-old's talk with a parent who has come for groceries at the church's food bank may become the lunch-time topic of conversation. Or a group of four-year-olds playing in the yard may pause to listen to organ music pouring out of the open windows of the sanctuary.

If they are given opportunities to share in it, the staff, parents, and children of a child care program will find the life of the church meaningful. The bridge of understanding is traveled both ways.

Encourage Parent Participation

No group of people is more important to the success of a child care program than the parents. If church members and program staff believe this, then parents enter a program gladly. They look forward to a relationship founded on mutual respect and trust.

The church's child care board invites parents to be part of the program in several ways. It helps parents begin their child care experience by giving them written guidelines for choosing a program. It offers parents tools and strategies so they can raise their children in ways consistent with their children's needs and their own values. It pledges to honor parents as primary caregivers in their children's lives. It invites the parents to share their heritage with others families in the program. Finally, the board calls on parents to join it in a partnership to work for high quality care for all children.

Initially, many parents feel guilty or anxious about leaving their children. Others are ambivalent about "turning over" their children to substitutes; they fear they may be displaced by the teacher. Even a playgroup where parents come together with their children may evoke uneasy feelings in a parent who believes s/he should be able or willing to provide 100% of a child's nurture and care.

A child care program is accountable to parents to provide good care for their children. But parents need guidelines to know what "good" means. A board's first responsibility to parents is to give them tools for evaluating the quality of their children's care. When parents inquire about the church's program, they receive information about its philosophy, curriculum, staff, hours, cost, and the church's purpose in providing care. They also

receive guidelines for choosing quality care for their children. The purpose of this information is to help families choose a program that best meets their needs and one whose goals they support. A three-year-old child who has spent an extended period of time away from her mother and is withdrawn and unexpressive with her may need a program with a team of professionals to work with both parent and child. If the church's program is a regular full-day program without therapeutic services, it may not be the right one for that family, even if it is excellent.

Guidelines for choosing child care can be simple or very detailed. They help parents answer three basic questions: Would I want to work here? Do I want my child to come here? Will I feel comfortable as a parent in this program? Checklists for choosing quality child care are included in several resource books (see Chapter 5, "Choosing Child Care").

Parents as Learners

A sensitive child care board and staff celebrate the parent as learner. They share their own learning processes, the journeys they have taken as child caregivers. In an opening meeting, a pastor tells of her struggle to keep up with her own impatient two-year-old. A cook remembers his anxiety about the four-year-old who ate nothing but peanut butter and cheese for six months.

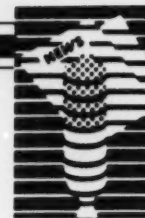
The attitudes which parents feel in their first contacts with staff and church members often make the difference between active participants and passive strangers who drop their children off at the front gate.

Some programs offer classes in communication skills or discipline strategies. Others have meetings at which specific topics are discussed (non-sexist child rearing, single parenting, selecting children's books, sibling rivalry, etc.). A Mother's Day Out program may use a newsletter to communicate with parents. Bulletin boards are often where parents find social service information. One board member may volunteer to visit sick children at home. Another may arrange for the children to have vision and hearing screening.

What parents learn comes mainly from observing and feeling how staff and church people interact with them and their children. Once again, if the purpose of a program is lived out in daily ministry, parents feel secure and trust the church that cares for their children.

Parents as Teachers

Parents who feel welcome in a program will share their talents, their experience, and their wisdom with both caregivers and children. At an initial parent meeting, board members join staff to assure parents that each family's values and traditions will be respected in the program. Differences of faith, diet, music, and dress enhance a program. Since children naturally accept what is without



prejudice, experiences with diverse cultures can broaden their vision of the world.

Parents also are encouraged to share their resources, perhaps by inviting a group of children to their workplaces; or by preparing a snack, song, or story that reflects the parent's ethnic heritage. Children are enriched by contacts with many "mommies" and "daddies." A child who lives with one parent benefits especially from building relationships with other adults.

Parents as Partners

High quality child care is the product of committed adults working cooperatively. A church-housed child care program that is supported in its mission by parents, staff, and parishioners has the strength to address the larger issues of child care policy.

A child care board and staff call parents to a partnership. Together they work to establish and strengthen a quality child care system. They raise issues of accessibility and affordability with state legislators, city officials, business

and labor leaders, educators, and other parents. The plentiful resources of a church community are thus used to expand and enrich child care in the larger community.

Sharing the Good News with the Larger Community

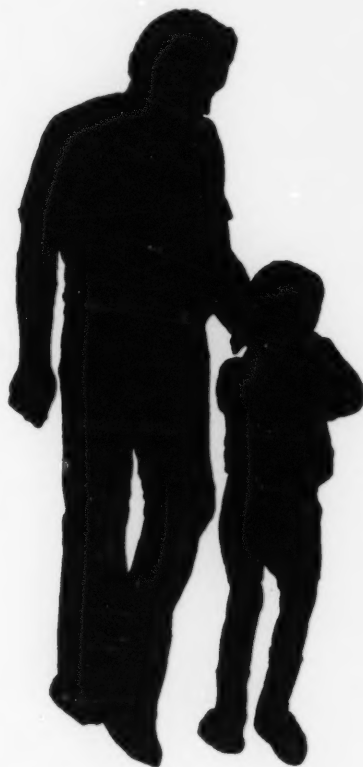
Children have no political voice. If quality care is to be available to them, adults must speak on their behalf. They must spread the word that one in four children in this country lives in poverty. They must tell about the critical shortage of resources available to children in poverty. They must explain that if these children are to achieve the opportunities afforded by quality child care programs, they need the financial support of others — either through public funding or through private contributions. Research has shown that these programs pay for themselves many times over by improving children's chances for school and life success and reducing their chances of involvement in juvenile delinquency.

But there is also a myth in this country that only families who are poor, ill, disabled, or victimized by racism need support. The task of the church is to dispel that myth. Every family both needs and receives support. None — not even the most privileged — is self-sufficient. Laws assure the quality of food our children eat, school they attend, homes they live in, streets they walk and play on. These laws must be extended to assure the quality of care we give our most vulnerable citizens — our very young children.

Churches which support child care programs must spread the good news about them among their parishioners and, through them, to the community at large. Every church has networks through which it communicates to its members: weekly Sunday bulletins, pastoral newsletters, congregational meetings. In each church, too, women's groups, Sunday church school classes, and senior citizens' organizations are potential advocates for child care.

The larger Church also has organizations — district, jurisdictional, conference. Local ecumenical councils and ministerial associations must be challenged to gather information about child care, "review needs not being met, find opportunities being missed, share new ideas for using community resources, and assist centers to work with other community agencies."¹⁵

In its work and on behalf of young children, a church community discovers the truth of the saying, "If one hunts for ivory, one finds an elephant attached." As church congregations recognize the needs of children and families in their community, they are impelled to act on their behalf.



Join the Ecumenical Child Care Network!

Who We Are

The Ecumenical Child Care Network, a program of the National Council of Churches, links over 12,000 church child caregivers, early childhood educators, advocates and church leaders in a partnership to insure high quality, equitable child care for all our nation's children.

Through the Network child caregivers share concerns and learn of the rich variety of programs offered to young children and their families in our churches.

Through the Network, early childhood educators join with ecumenical agencies, child care organizations, and church groups to create and maintain high quality child care programs housed in churches.

Through the Network, congregations as well as regional and national church bodies affirm their child care ministry as an authentic expression of discipleship.

Through the Network, church and child care leaders speak out for comprehensive, inclusive, and equitable public policies regarding child care in the larger society.

What We Offer

- A bimonthly newsletter which highlights public policy issues, members' activities and programs, and new resources on child care in the church and community
- National and Regional Conferences in cooperation with child care organizations and ecumenical agencies
- Publications of policy papers, videotapes, pamphlets, books and articles to inform members on issues of importance to their child care ministry

- Technical assistance and consultation to child caregivers, congregations, denominational agencies, and child care organizations
- Continuing education seminary training for clergy, religious and early childhood educators on the centrality of child care as ministry, faith development in young children, and church-child care program relations
- Affiliate memberships for local ecumenical child care networks wishing to link with a national organization
- Research on issues of child care quality, affordability and equity so church and child care leaders can develop better-informed responses to community needs
- Certification of church-housed child care programs which have undertaken a self-study (in cooperation with the Center Accreditation Program of the National Association for the Education of Young Children).

Acting on Our Future

"As we approach the 1990s, one trend is certain: church-housed child care programs will be a force to be reckoned with."¹⁶

The Ecumenical Child Care Network represents a potent partnership between two deeply-rooted community traditions: churches and child care. As ECCN members, we affirm the central place of child care in the life of the church. With our leadership, congregations move naturally to become advocates for higher quality, affordable care for children in all our communities.

Child caregivers have long helped children have better futures. Now, through the ECCN, we can help each other create and maintain early childhood programs in the midst of congregations well-informed about our work. ★



Join the

Ecumenical Child Care Network

Today!





Chapter 5 "For the Promise is Unto You and to Your Children"

Resources for Church-Housed Child Care Programs

The proliferation of books and articles about child care confirms the exciting news that it is becoming a high priority in our nation. Researchers, caregivers, parents, and advocates are expending tremendous energy and talent to comprehend and enrich the care given to young children today. Information is spreading from grassroots groups to policymakers through a maze of networks. Ideas on every aspect of children's care and development are being shared through dozens of newsletters, meetings, magazines, and conferences. It is a wonderful movement in which to participate!

Resources offered in this chapter suggest the vitality of the child care field. The selections are far from comprehensive; they consist of books and articles available in most bookstores; and organizations or agencies with open membership or local affiliates.

We urge you to add your imagination and experience to these resources so they can truly be of value to you.

History/Background

Child care has frequently been a side issue to other national agenda in the United States. It has also been perceived as "help to the needy." As child care emerges from these sidelines and becomes a central concern in our society, it is important to know where it has been, so as to better understand current policies and programs.

The following books look at the history of child care in the United States and provide insights into the policy issues which churches and child care providers face.

Eileen W. Lindner, Mary C. Mattis, June R. Rogers, *When Churches Mind the Children: A Study of Day Care in Local Parishes*, The HighScope Press, Ypsilanti, Michigan 48197, 1983, \$10.00.

This study, sponsored by the National Council of Churches, offers extensive factual background on church-housed child care. It is an invaluable compendium of information for church leaders and child care providers. The authors offer provocative insights about the role local parishes are playing in meeting the nation's child care needs.

Edward F. Zigler and Edmund W. Gordon, *Day Care: Scientific and Social Policy Issues*, Auburn House Publishing Company, 14 Dedham, Dover, MA 02030, 1982, \$16.95.

A compendium of essays summarizing research about the effects of child care and analyzing policies about child care delivery, including infant care, information and referral, and school-age care. Analyses of cost/quality trade-offs is especially useful. A very important "background" book.

K. Keniston and the Carnegie Council on Children, *All Our Children: The American Family Under Pressure*, Harcourt, Brace, Jovanovich, New York, 1977.

Analyzes the myth of family independence in light of conditions in the United States. Has strong data on current conditions and stresses of families today. Offers recommendations that are decent and far reaching, but not revolutionary.

Gilbert Y. Steiner, *The Children's Cause*, The Brookings Institution, Washington, D.C., 1976.

A history of public policy about child care, including the development of federal policies. The study advocates public policies especially for poor and handicapped children.

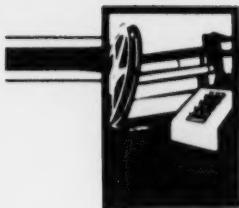
M.D. Kerseiling, *Windows on Day Care: A Report on the Findings of Members of the National Council of Jewish Women on Day Care Needs and Services in Their Communities*. Educational Resources Information Center (ERIC), P.O. Box 190, Arlington, VA 22210, 1972 (#ED063027).

Dated but interesting survey of child care centers and family day care providers across the country. The incidents reported at poorly-run programs negatively influenced public opinion about day care for some time.

General State of the Art

In order to properly assess the need for child care in a community, church and child care leaders must know "what's out there." They need to understand who is using child care programs, what kind of programs are currently operating, and how they are doing. They need also to know which families' needs are not being adequately met and what services are lacking. Most important they need to know what "good" programs look like so they can plan for excellence in their own.

Richard Ruopp, Jeffrey Travers, Frederic Glantz, Graig Coelen, *Children at the Center: Summary Findings and Their Implications*, Vol. 1, Final Report of the National Day Care Study, Abt Associates, Cambridge, MA, March 1979.



Exhaustive 4-year "state-of-the-art" study of day care in the United States commissioned in 1974 by the Agency for Children, Youth, and Families of the U.S. Department of Health, Education, and Welfare. Provides a central research base for any policymakers shaping programs for child care support and regulation in the 1980s.

S. Fosburg, et al., *National Day Care Home Study*, Abt Associates, Cambridge, MA, 1980.

A second "Abt Associates" study of child care — this time in family homes. Wealth of data on family day care providers, wages, expenses, programs. Describes 14 exemplary programs that illustrate the range of possible forms of quality child care. Each program's story is told in fascinating style. Very readable and interesting. Concludes with analysis of what "good" child care is.

Alison Clarke-Stewart, *Day Care* (Developing Child Series), Harvard University Press, Cambridge, MA, 1982.

Presents readable information based on extensive research and review of recent studies. Good data on the need for child care. Useful guidelines for evaluating child care programs. Annotated notes.

Sheila Kamerman, *Child Care*, Columbia University Press, New York, 10533, May 1981, \$34.00

Analyzes the benefits of child care to families and society, and draws conclusion for policy makers. Special appendix on current research on infant day care.

Alfred J. Kahn and Sheila B. Kamerman, *Child Care: Facing the Hard Choices*, Auburn House, 14 Dedham Street, Dover, MA 02030, 1987, \$26.00.

Examines major demographic and social developments including effects of Reagan administration policies. Recommends child care policy as major national need for families for whom day care is the norm. "Child care needs to be seen as an entitlement, like schools."

Jacqueline T. Cook, *Child Daycare*, Edmunds Enterprises, P.O. Box 14471, Oakland, CA 94614, 1986, \$11.50.

This former executive director of the Day Care and Child Development Council of America gives a historical view of child care needs and services in this country and around the world, then analyzes the current child care delivery system. Ends with recommendations for meeting families' needs with quality services.

"The Crisis is Infant and Toddler Care," a report of the Ad Hoc Day Care Coalition, available from NAEYC, 1834 Connecticut Avenue NW, Washington, D.C. 20009, 1985, \$2.50.

Documents unmet need for high quality child care for children under three. Suggests directions for action by employers, communities and governments.

Harriet McAdoo and T.M. Jim Parham, *Services to Young Families: Program Review and Policy Recommendations*, American Public Welfare Association, Washington, D.C. 20003, 1985.

A review of programs for poor families. Articles on child care as a critical issue for single parents; policy recommendations for achieving self-sufficiency among young families.

Children's Defense Fund, 122 C Street, N.W. Washington D.C. 20001.

CDF publications analyze data from the 1980 Census as well as statistics from many government and private agencies. CDF provides excellent policy and advocacy materials.

The Child Care Handbook: Needs, Programs, and Possibilities (1982). Discusses "who needs day care" and "what child care advocates can do." Profiles 12 programs representing a variety of sponsors and funding sources and organizations. Good resource section.

The Health of America's Children: Maternal and Child Health Data Book, 1977. (See below, "Infants and Toddlers.")

Marian Wright Edelman, *Families in Peril: An Agenda for Social Change*, 1987, \$15.00. Analysis by CDF President of the state of the family today, charting trends, exposing myths, putting forth an agenda to strengthen the American family and the well-being of its children.

James L. Hymes, Jr., ed., *Early Childhood Education — The Year in Review: A Look at 1986*, Hacienda Press, P.O. Box 222415, Carmel, CA 93922, \$4.00. For the sixteenth consecutive year, this past-president of NAEYC has prepared a summary of the key events relating to young children in the United States. Also available are packages of years 1972 through 1974 (\$12), and 1975 through 1985 (\$15).

Handbook for Day Care Professionals, Day Care Information Service, 8701 Georgia Ave., Suite 800, Silver Spring, MD 20190, 1983.

A valuable state-of-the-art collection of articles from the Day Care Information Services Newsletter. Ideas about family day care, computerization of information and referral, fundraising, administration, licensing and regulatory issues, training, etc. Available free with subscription to Newsletter (very expensive but invaluable bi-weekly).

Needs Assessment

Community Needs and Resources Assessment Guidebook, Volunteer, The National Center for Voluntary Action, P.O. Box 1807, Boulder, CO 80306, 1976, \$2.50.

Describes the steps involved in conducting a survey of local needs and resources, discusses the kinds of needs assessments appropriate for different types of communities. Not technical.

Children's Defense Fund, 122 C Street, N.W. Washington, D.C. 20001.

Employed Parents and Their Children: A Data Book, 1982. A 78-page resource of information about working parents and how they manage work and the family life.

America's Children and Their Families: Key Facts, 1982. 81-page summary of facts from 1980 Census; includes statistical analyses of families, income and poverty, employment, child care, health, education, and social services.

Helen Blank, Amy Wilkins, *Child Care: Whose Priority? A State Child Care Fact Book*, 1985. State-by-state summary of initiatives, policies, and programs. Cross-referenced by subject. Resource section.

Black and White Children in America: Key Facts 1985, \$9.95. Study of child poverty, family income, education, health, and teen pregnancy, which concludes that black children are "sliding backwards."

A Children's Defense Budget: An Analysis of the President's Budget and Children (published yearly). Comparative statistics on military vs. social service monies, what they are for, what they could be for. Excellent policy tool.

Choosing Child Care

Church leaders and child caregivers choose a program to support and operate based on community needs, church and agency capabilities, and the belief in child care as valid ministry or service.

Parents, too, choose a program based on their needs, resources, and values. A church-housed program has an obligation to help parents through the selection process. It provides parents with written resources but also encourages them to visit other community child care programs so they can make informed choices.

Many state child care licensing offices, and most child care resource and referral services, have free pamphlets to help parents in their child care choices.

"How to Choose a Good Early Childhood Program (#525); "Como Escoger un Buen Programa de Educacion Pre-Escolar" (#510); National Association for the Education of Young Children, 1834 Connecticut Ave. NW, Washington, D.C. 20009, 1985, .50. Pamphlet in English and Spanish to help parents look for good child care programs.



Alison Clarke-Stewart, *Day Care*. See above, "General State of the Art," especially Chapter 9, "Quality."

Ellen Galinsky and William Hooks, *The New Extended Family*. See above, "General State of the Art," especially Chapter 2, "Choosing a Child Care Program."

Grace Mitchell, *The Day Care Book: A Guide for Working Parents to Help Them Find the Best Possible Day Care for Their Children*, Fawcett Columbine, New York, 1979.

The title says it! Extensive checklist for choosing child care. Anecdotal and readable.

Richard Endsley and Marilyn Bradbard, *Quality Day Care, A Handbook of Choices for Parents and Caregivers*, Prentice Hall, Englewood Cliffs, NJ, 1981.

Describes different programs and what signs of quality to look for in each. Useful for parents who are choosing among available day care facilities.

Jeffrey Brand and Nancy Gladstone, *My Day Care Book*, Gryphon House, P.O. Box 275-B, Mt. Ranier, MD 20712, 1986, \$3.95.

Reassures children and offers parents information to help make both the child's and the parent's introduction to day care as pleasant as possible. Excellent action-oriented photographs.

Child Care Information Exchange, P.O. Box 2890, Redmond, WA 98703. CCIE is mentioned numerous times in this chapter, for its articles are among the most helpful and readable on the market. Some are combined in reprints on particular subjects. Others may be available only in back issues of the monthly magazine:

"How Parents Search for Child Care: Implications for Providers" (9/81, and also 5/82); "Center Selection Guide — A Parent Handbook" (2/79).

Guidelines for Day Care Service, Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003, 1972, \$3.25.

This 32-page pamphlet offers an orientation for all who want to know the general principles of quality care. Also offers brief overview of an organization, and the services, programs, and facilities it should provide.

"About Child Care — Make the Right Choice for Me," Child Care Resource Center, Center for Human Services, 1240 Huron Rd, 5th fl., Cleveland, OH 44115.

A model, 16-page pamphlet which describes, in cartoon form, what is right and wrong in child day care programs.

Fundraising

Useful fundraising ideas often come from resources in the church and child care community itself. If parishioners and parents are challenged to dream, to search their community, to use their imaginations, their collective efforts can bear fruit. A child care board can take the lead in approaching other churches and local service agencies such as the United Way for financial support.

Joan Flanagan, *The Grassroots Fundraising Book: How to Raise Money in Your Community*, The Youth Project, 1444 Connecticut Avenue, N.W., Washington, D.C., 20036, 1977, \$8.95

Covers everything from raffles to potluck suppers to corporate giving and direct mail. Includes detailed analyses on choosing the "right" (i.e. most profitable) events, what steps to take, and how to divide up the work. An excellent resource for small local groups.

The Grantsmanship Center, 650 South Spring St., Suite 507, P.O. Box 6210, Los Angeles, CA 90014. Numerous booklets and a regular NEWS periodical covering how to find out about grants, funding strategies, how to write proposals, and how to organize special event fundraisers.

Child Care Information Exchange, P.O. Box 2890, Redmond WA 98703. "Raising Funds" and "Director's Fundraising Hints" (3/81) "Have You Looked Under Every Rock — Multi-Source Funding for Child Care," and "Sources of Funds for Child Care Programs" (11/81).

"Funding and Fundraisers," in *Handbook for Day Care Professionals* (see above, "General State of the Art").

Matia Finn, "Fundraising for Early Childhood Programs: Getting Started and Getting Results," pamphlet #120, National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009, 1982, \$3.50.

88 pages of ideas for raising money and finding support for programs.

Planning and Management

Newcomers (or even oldtimers) to child care can be awed by details of planning and management. Fortunately, several people have developed successful operational plans, schedules, forms, and procedures, and have shared them in print!

The Federal government's Project Headstart's pamphlets, while mostly out of print, may be found in community libraries or other child care programs. They are excellent and easy to use. The monthly *Child Care Information Exchange* is a practical administrator's magazine. Save the Children/The Child Care Support Center has published numerous inexpensive management guidebooks as has the National Association for the Education of Young Children. A program director can use any one of the following resources for inservice management training.

General

Project Headstart, Office of Human Development Services, DHHS, Washington, D.C. (To order, write Superintendent of Documents, Department 76, Washington, D.C. 20402).

"Statement of Principles" (OHDS 31055); "Daily Program for a Day Care" (OHDA 31016 and 31023). Other pamphlets, now out of print, cover topics such as staff, training, nutrition, health services, volunteers, equipment and supplies, parent materials.

Clare Cherry, Barbara Harkness, and Kay Kuzma, *Nursery School and Day Care Management Guide*, Fearon-Pitman, Belmont, CA. Revised 2nd edition, 1986, \$29.95.

Sectioned, easily readable binder full of advice and samples for administration of finances, space, equipment, enrollment, parents, program, food management — the works!

Sherry Storm, *The Human Side of Child Care Administration*, National Association for the Education of Young Children, 1985, \$12.50.

Suggests helpful guidelines for interviewing, personnel policies, staff meetings, evaluations. Plentiful forms.

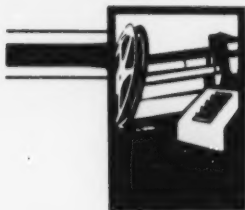
James Greenman and Robert Fuqua, eds., *Making Day Care Better: Training, Evaluation, and the Process of Change*, Teachers College Press, P.O. Box 1540, Hagerstown, MD 21741, 1986, \$18.95.

Selection of readings by such experts as June Sale, Elizabeth Prescott, Marcy Whitebook, Willa Pettygrove, Gwen Morgan, Elizabeth Jones, and Patricia Siegel. This guide for improving program quality addresses child care environments, evaluation, training — with practical recommendations for each issue.

"How to Jump into Child Care Head First and Land with your Feet Firmly on the Ground," Resources for Family Development, 1520 Catalina Court, Livermore, CA 94550, 1986, \$5.00.

An excellent, 32-page pamphlet covering key topics such as licensing, landlord-tenant contracts, administration/staffing, health & safety, parent involvement, management, special services.

Polly Spedding, *Child Care Notes*, Media Services Printing, B-10 MVR, Cornell University Distribution Center, 7 Research Park, Ithaca, NY 14850, 1984, \$3.50.



A thorough guide to infant/toddler care, employer-supported child care, after-school care, and most preschool programs. Geared to New York State, but very useful to anyone wanting to design programs for children.

Vicki Brietbart, *The Day Care Book: The Why, What, and How of Community Day Care*, Alfred A. Knopf, New York, NY 1979.

Collection of articles for wide audience, including section on "How to Start Your Own Child Care Center," which explores issues such as politics in the preschool, sex roles, etc.

Summit Child Care Center, Inc., *Operations Manual*, Summit, NJ.

A model program which provides samples of every facet of child care management, bylaws, types of programs, operations for parents, children, personnel, community. Every form included.

Save the Children, Child Care Support Center, 1340 Spring St. NW, Suite 200, Atlanta, GA 30309.

"Day Care Personnel Management," 1979, \$7.95; (see below under "personnel").

"The Effective Day Care Director," 1981, \$3.25; comprehensive realistic description of role and responsibilities of a child day care director.

"Recruiting and Enrolling Children," 1978, \$3.00; (see below under "Recruitment").

Child Care Information Exchange, "Enhancing Your Professional Growth," pamphlet #1, P.O. Box 2890, Redmond, WA 98073, 1987, \$10.00

44-page booklet of eleven best articles from CCIE: communication, stress-management, conferences, hints for directors.

C. Zinsser, *Day Care's Unfair Burden: How Low Wages Subsidize a Public Service*, Center for Public Advocacy Research, Inc., 12 West 37th Street, New York, NY 10018, 1986.

Study based on the Michigan AEYC's survey — useful advocacy tool for child care providers and board members seeking to upgrade wages.

Accreditation

National Association for the Education of Young Children, 1834 Connecticut Avenue NW, Washington, D.C. 20009.

Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs, National Association for the Education of Young Children, Washington, D.C., 1984, \$6.00.

Lists criteria for evaluating early childhood educational programs; *Guide* also available, \$7.00.

"Doing a Self-Study: Why and How?" Video #853, NAEYC, 1986, \$30.00.

A 30-minute guide to help staff prepare to understand the accreditation self-study.

Financial Management

Gwen C. Morgan, *Managing the Day Care Dollars*, Gryphon House, Mt. Ranier, MD 20712, 1982, \$7.95.

Clear and down-to-earth handbook on financial management of child care programs. Describes basic tools, and includes worksheets, checklists and references.

Child Care Information Exchange, P.O. Box 2890, Redmond, WA 98073.

"Tools for Managing Your Center's Money," #2 reprint, 1987, \$10.00.

Collects 13 articles from CCIE into one handy booklet. Money management tools, guides for management, insurance, implementing a sliding fee scale, etc.

"Where Your Child Care Dollars Go," reprint #545, 1987, \$10.00/100 copies.

Liability and Insurance

"The Gathering Storm: Liability and Church Child Care," Policy Report #2, Ecumenical Child Care Network, National Council of Churches, 475 Riverside Drive, Rm. 572, New York, NY 10115-0050, 1987, \$3.50.

Results of a consultation on risk management for church leaders held in New York City in Spring, 1986; also includes survey results from over 600 church-

housed child care programs across the country, and a summary of church and secular responses to the insurance crisis. Resource section.

"Insurance Guide for Child Care Centers," prepared by San Francisco's Child Care Law Center, *Child Care Information Exchange*, P.O. Box 2890, Redmond, WA 98073, 1987.

Legal

Lawrence Kolin, Robert K. Crabtree, William F. Ardman, *Legal Handbook for Day Care Centers*, Crabtree and Strong, 61 Chatham Street, Boston, MA 02109, \$20.00 (limited copies also available free from Al Smith, ACYF, P.O. Box 1182, Washington, D.C. 20013).

Revised and expanded version of Wheelock College study commissioned by the Agency for Children, Youth, and Families. Covers key legal issues for day care centers and family day care providers. Discusses liability, personnel law, legal responses to suspected child abuse, custody issues, handicapped children.

Child Care Law Center, 25 Market Street, Suite 816, San Francisco, CA 94105, publishes assorted pamphlets on liability, property and employee insurance, personnel wages and benefits, and other legal issues. The center has just published the following: Judith Morrow, "A Preliminary Survey of Legislation and Litigation Re: Religious Exemptions from Day Care Licensing," March, 1984.

"A Guide to Child Care Regulations in (Your State)," National Association for the Education of Young Children, 1834 Connecticut Ave. NW, Washington, D.C. 20009; publication #720, 1987, \$3.00/state (specify state).

Staff of Work/Family Directions, Boston, have summarized key licensing requirements related to good quality care in 50 states.

Personnel

Ecumenical Child Care Network, "Caring for Ourselves: Wages and Benefits in Church Child Care," Policy Report #3, National Council of Churches, 475 Riverside Drive, Rm. 572, New York, NY 10115-0050, 1988, \$3.50.

Reviews survey of church child care programs in the ECCN; includes articles with models of what churches can do to address the justice issues inherent in the wages/fees gap.

Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705, publishes many publications related to child care workers, most for 50¢ to \$2.00, plus a newsletter, *Child Care Employee News*. Pamphlets include such titles as: "Warning: Child Care Work May Be Hazardous to Your Health," by Marcy Whitebook and Gerri Ginsberg; "Who's Minding the Child Care Workers?: A Look at Staff Burn-Out," by Marcy Whitebook, Carollee Howes, Rory Darrah, and Jane Friedman; "Occupational Health and Safety for Child Care Staff;" "Special Stresses of Infant Caregivers;" "Special Stresses of School Age Child Care Workers;" "Salary Surveys: How? Why? Who? When? Where?" (1983).

Recruitment and Selection of Staff: A Guide for Manager of Preschool and Child Care Programs, Department of Health and Human Services, Project Headstart, P.O. Box 1182, Washington, D.C. 20013, 1985, free.

Day Care Personnel Management, Save the Children, Child Care Support Center, 1340 Spring St. NW, Suite 200, Atlanta, GA 30309, 1979, \$7.95. Includes a thorough review of personnel issues. Also explains law on wages and working conditions, civil rights, fringe benefits, employee health and safety. Comprehensive coverage of operating policies, job descriptions, employee evaluations, recruitment and selection of staff, salary and benefits plans, staff supervision and employee motivation.

Child Care Information Exchange, P.O. Box 2890, Redmond, WA 98073, Pamphlet #4, "Fostering Improved Staff Performance," 1987, \$10.00.

Twelve articles from CCIE's best, including "How to be an effective supervisor, give constructive criticism, reward good work, stimulate creativity in staff, promote harmonious staff relationships. All you ever wanted to know about personnel!"

National Association for the Education of Young Children, 1834 Connecticut Ave. NW, Washington, D.C. 20009.

"Celebrating Early Childhood Teachers," NAEYC, 1987, #860/861 videotape \$39 (sale).

A 22-minute celebration! Depicts the joys of working with young children and the obstacles to recruiting and retaining qualified staff.

"NAEYC Position Statement on Nomenclature, Salaries, Benefits, and the Status of the Early Childhood Profession," 1986, 50¢ each.



"Salaries, Working conditions, and the Teacher Shortage," NAEYC video #811, 1987.

In this 17-minute video, Marcy Whitebook and Jim Morin discuss the complex issues relating to the crisis in child care staffing.

"The Growing Crisis in Child Care: Quality, Compensation, and Affordability in Early Childhood Programs," NAEYC Report #751, 1987, \$5.00.

Report describes the problems of staff recruitment, retention, and gives suggestions for action.

"In Whose Hands? A Fact Sheet on Child Care Providers," NAEYC #760, 1986, \$2.00.

Recruitment of Children

Save the Children, Child Care Support Center, (see above), "Recruiting and Enrolling Children," 1978, \$3.00.

Child Care Information Exchange, (see above), "Marketing Strategies," 9/78, 5/81.

Board Resources

The child care board facilitates communication between child care staff and a church congregation, between parents and the larger community, between church councils and children. The board, in other words, holds the purpose of a child care program up to the congregation and community, challenging members and local citizens to support its mission.

A board functions well when it has a clear vision, concrete functions, and skills to carry out its tasks. Board orientation and training, then, is as vital to a program as staff training.

Guide for Board Organization in Social Agencies, The Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003, 3rd ed., 1975. Provides principles and procedures for evaluating board function and leadership. Covers theory, operation, purpose and responsibilities; organization, channels of communication, program evaluation, etc. Bibliography included.

Karl Mathiasen, *Confessions of a Board Member*, Alban Institute Inc., Mount St. Alban, Washington, D.C. 20016, 1976.

Discusses dynamic tension between boards and staffs; also, the pitfalls of non-functioning boards of non-profit institutions.

William Conrad and William Glenn, *The Effective Voluntary Board of Directors: What It Is and How It Works*, rev. ed., Swallow Press, 811 W. Juniper Terrace, Chicago, IL 60613, 1983, \$9.95.

Carol E. Smith, *Better Meetings: A Handbook for Trainers of Policy Councils and Other Decisions-Making Groups*, Humanics Ltd., 1182 W. Peachtree NE, Atlanta, GA 30309, 1975.

"Board Effectiveness," Reprint #12, *Child Care Information Exchange*, P.O. Box 2890, Redmond, WA 98073.

Includes articles from several issues which address board revitalization, including staff members on the board, etc.

Operating Particular Programs

Specialized information about particular programs is useful to church leaders, child care boards, and program staff after a program is selected. In 1971 and 1972, the Office of Child Development (U.S. DHEW) under the direction of Edward F. Zigler, published a series of pamphlets on child care that are still timely. Unfortunately, all

are out of print, but may be available through a local day care council or Headstart program.

- #1 "A Statement of Principles," 1971, OHDS-31055
- #2 "Serving Infants," 1971, OHDS-31056
- #3 "Family Day Care,"
- #4 "Serving School Age Children," 1972, OHDS-31058
- #5 "Staff Training," 1971, OHDS-31059
- #6 "Health Services," 1971, OHDS-31060
- #7 "Administration," 1971,
- #8 "Serving Children with Special Needs," 1972,

Other, more extensive guides to management of particular programs are listed below.

Nursery/Preschool

Katherine Read, *The Nursery School: Human Relationships and Learning*, W.B. Saunders Co., W. Washington Square, Philadelphia, PA 19105, 1976 (6th edition), \$9.50.

Comprehensive, clearly-written text on the nursery school environment, staffing, basic teaching skills, child guidance, curriculum planning, parent involvement. A "classic," though a little dated.

Elinor Fitch Griffin, *Island of Childhood: Education in the Special World of Nursery School*, Teachers College Press, New York, NY, 1982.

Focuses on children's relationships and self-affirmation. Good overview of curriculum and organization of nursery school.

Family Day Care

Establishing a Family Day Care Agency, Save the Children, Child Care Support Center, 1340 Spring St. NW, Suite 200, Atlanta, GA 30309.

Profiles eight community agencies that vary in their sponsorships, funding sources, administrative designs, and in the support services available to them. Good for a community that is interested in building a family day care network.

Alice H. Collins and Eunice L. Watson, *Family Day Care: A Practical Guide for Parents, Caregivers, and Professionals*, Beacon Press, Boston, MA, 1976. Offers many insights into history and current FDC issues. Also describes the Day Care Neighbor Services, an innovative approach to FDC referral. Contributes to a new understanding and respect for FDC as a service to children and their families.

K. Modigliani, et al., *Opening Your Door to Children: How to Start a Family Day Care Program*, NAEYC, 1987, \$3.50.

A readable guide to all you could possibly want to know about starting up your own program (hours? ages? fees? activities? taxes? parents?)

Karen West, ed., *Family Day-to-Day Care*, Quality Child Care Inc., Mound, MN, 1980.

A practical "how to" book by and for family day care providers from people who have been in the business on a larger scale.

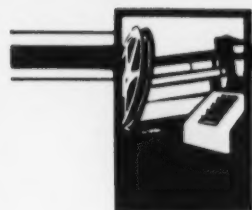
Day Care Centers

E. Belle Evans, Beth Schub, and Marlene Weinstein, *Day Care: How to Plan, Develop and Operate a Day Care Center*, Beacon Press, 25 Beacon Street, Boston, MA 02108, 1973.

Readable and informative coverage of a range of topics: center site, facilities, equipment, staff selection, training, budget, program planning, administration.

Dorothy J. Sciarra and Anne G. Dorsey, *Developing and Administering a Day Care Center*, Houghton Mifflin Co., Boston, MA, 1979.

Comprehensive text which includes step-by-step development of a child care center. Useful sample documents throughout.



Infant and Toddler Care

Studies which show that babies can thrive in quality group care settings have dispelled the anxieties of many parents and child development specialists about non-parental, center-based care for very young children. Infants and toddlers, however, have special needs and requirements: staff-child ratios must be very low (1:3), staff need to be highly motivated and have specialized training; parents play an active role in the program. Good infant/toddler care is thus very expensive.

A church would do well to consider supporting infant/toddler care, for no other type of child care is more needed. (See Martin Wessler, *Caring for Infants and Toddlers*, below under 'Religious Resources' for an excellent theological discussion of why churches should care for our youngest children.)

Roger Neugebauer and Robert Lurie, *Caring for Infants and Toddlers: What Works and What Doesn't*, Volume 1, 1980, Vol. 2, 1983, *Child Care Information Exchange*, P.O. Box 2890, Redmond, WA 98052.

Collections of readings covering curriculum and staff development, environmental health & safety, involving parents. Extensive resources for directors.

Alice S. Honig and J. Ronald Lally, *Infant Caregiving: A Design for Training*, Syracuse University Press, Syracuse, NY, 1981, \$12.95.

Useful and easy to use. Ideas for training caregivers of very young children. Good ideas for caregiving based on Piagetian theory. Comprehensive bibliography.

Laura Dittman, ed., *The Infants We Care For*, revised edition, National Association for the Education of Young Children, 1834 Connecticut Ave. NW, Washington, D.C., 1984, (#201), \$3.50.

The Commission on Infancy of the NAEYC considers the issues and programs for infant group care. Focus on what is optimal for the development of child and family.

LaVisa Cam Wilson, *Infants & Toddlers: Curriculum and Teaching*, Delmar Publications, Inc., 2 Computer Drive West, Box 15-015, Albany, NY 12212-5015, 1986.

Beginning with history and trends in infant and toddler care, this book discusses the variety of child care settings, development of curriculum, child development from birth to three. Illustration and examples clarify concepts, and organizations and resources are listed as well.

Marilyn Segal, *Birth to One Year*, Mailman Family Press, 707 Westchester Ave., White Plains, NY 10604, 1984, \$7.95.

Month-by-month descriptions of a baby's development with suggestions for games and activities. Vivid pictures help conceptualize the learning potential of the baby.

Maternal and Child Health Data Book: The Health of America's Children, Children's Defense Fund Publications, 122 C. St. NW, Washington, D.C. 20001, 1985, \$9.95

In-depth analysis of complex factors affecting the wellbeing of the nation's infants: 300 pages of statistical tables, maps, graphs, charts, including details about infant mortality rates, low birthweight births, teen pregnancies, birth outcome disparities between races, out-of-wedlock births, WIC and AFDC benefits, Medicaid.

Infancy in the Eighties: Social Policy and the Earliest Years of Life, National Center for Clinical Infant Programs, 733 15th Street NE, Suite 912, Washington, D.C. 20005, 1985.

School Age Child Care

School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley, MA 02181. Publications include:

School-Age Child Care: An Action Manual, 1982. A comprehensive hands-on, how-to-do manual, \$16.95

School-Age Child Care: A Policy Report, 1983. Provides information and resources with which decisions can be made effectively, \$10.00.

School-Age Child Care: A Legal Manual, 1984. For school administrators and others who want to understand the implementation of SACC in their schools, \$25.00

When School's Out and Nobody's Home, 1985. Explores implications of self-care for "latchkey" children, their families and communities. Presents alternative solutions and encourages action, \$5.00

Judith Bender, et al., *Half a Childhood: Time for School-Age Child Care*, School Age Notes, P.O. Box 120674, Nashville, TN 37212, 1984, 10.95 plus shipping.

Joan Bergstrom, *School's Out — Now What?* Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707, 1985, \$10.95

Creative Choices For Your Child on Afternoons, Weekends, and Vacations, is the subtitle of this practical guide for caring for six- to twelve-year-olds. From personal safety, to schedules, to developing interests, this book is based on the belief that non-school hours are golden opportunities to be explored.

Child Development and Program Planning

Resources about that deal with curriculum and program planning for young children. The central feature of any good program is that it has a plan for the growth and development of the children in its care. Solid evidence indicates that young children who participate in a well-planned and organized learning program benefit from it throughout their lives.¹⁶ Local community colleges with early childhood education programs or local day care councils and early childhood associations are good sources of materials on child development or curriculum and program planning.

Additionally, the National Association for the Education of Young Children publishes an annual resources brochure that lists many high quality books on curriculum planning and early childhood development. These books, in turn, have bibliographies which offer additional resources.

General

The National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue NW, Washington, D.C. 20009, published Position Statements on developmentally appropriate practice in early childhood education. These are available in the following formats:

"Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to Age 6," 1986, \$4.00;

"Developmentally Appropriate Practice in Programs for 4- and 5-year Olds," 1986, \$4.00;

"Good Teaching Practices for 4- and 5-year Olds," #522, 1986, \$.50;

"Developmentally Appropriate Practice in Early Childhood Education," #224, 1986, \$3.00.

Janet Brown, ed., *Curriculum Planning for Young Children*, National Association for the Education of Young Children, Washington, D.C., 1982, \$6.50.

Gives basic theory needed to develop early childhood educational programs that are age and developmentally appropriate. Techniques for implementing programs are also included.

Multi-cultural and Non-sexist Program Planning

Children have the right to grow up free from racial or sex-role stereotypes. A church-housed child care program can take a leadership role in celebrating cultural diversity and sexual equality. Activities can be planned, materials selected, and staff trained to overcome sex bias and racial prejudice. The Council on Interracial Books for Children has many booklets and filmstrips which a board and staff can use to develop a non-sexist and non-racist child care program. Other resources are suggested below:

Identifying Racism and Sexism in Children's Books, 2 sound/color filmstrips, Council on Interracial Books for Children, 1841 Broadway, New York, NY 10025, \$35.00.

Analyzes with examples numerous books to show readers what to look for and how to deal with books that are racist and sexist.

Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes, Association for Childhood Education International, Washington, D.C., 1976. Collection of articles for teachers, administrators, and parents on such topics as how teachers learn to recognize and combat sex bias in classrooms, and how child care programs help change stereotypic role play.

Earlene McNeill, Judy Allen, Velma Schmidt, Barbara McNeil Brierton, *Cultural Awareness for Young Children*, The Learning Tree, Dallas, TX, 1981. Sections on major ethnic groups with chapters in each on family living, creative art expression, nature and science, language, etc. Good sample activities for children.

Olivia N. Saracho and Bernard Spodek, eds., "Understanding the Multicultural Experience in Early Childhood Education," #125, National Association for the Education of Young Children, 1834 Connecticut Ave. NW, Washington, D.C. 20009, 1983, \$5.50.

Offers an overview of how educators can provide multicultural experiences for young children. Explores the nature of multiculturalism, educational practices, and teacher education.

"Culture and Education of Young Children," #803 videotape, National Association for the Education of Young Children, 1986, \$39.00.

A 16-minute discussion on how we can make children's programs show respect for our cultural diversity. Led by Carol Phillips.

Planning for Special Needs

This section only begins to suggest areas of need and resources. Again, Project Headstart has useful pamphlets on mainstreaming preschoolers which offer ideas for family day care and part-day programs as well. Local branches of child care organizations, family resource agencies, and community colleges can provide information about the special needs of children in a particular community.

Project Headstart, series on *Mainstreaming Preschoolers*.

Again, several of these booklets are out of print, but may be available at local Headstart centers or day care councils. Write to Superintendent of Documents, Dept. 76, Washington, D.C. 20420. Includes booklets on children with hearing impairments, speech and language impairments (OHDS-31025), mental retardation, health impairments, and emotional disturbance (OHDS-31115). (Sales: (202) 275-3318.)

Sara B. Stein, *About Handicaps, An Open Family Book for Parents and Children Together*, Walker & Co., New York, 1974.

Stein writes with sensitivity to increase the self-sufficiency of families with handicapped children.

Betty M. Caldwell and Donald J. Sledman, eds., *Infant Education: A Guide for Helping Handicapped Children in the First Three Years*, Walker for Technical Assistance Development System, New York, 1977.

An NAEYC leader gives helpful ideas and background for programs with handicapped infants and toddlers.

Judith Souweine, et al., *Mainstreaming Ideas for Teaching Young Children*, National Association for the Education of Young Children, 1834 Connecticut Ave. NW, Washington, D.C., 1981.

Contains insights and strategies for teaching children with special needs.

Rev. Donald Bakely, *Bethy and the Mouse*, 3109 Shearer Road, Kansas City, Kansas 66106, 1985, \$12.75.

A heartwarming story with information and inspiration for parents and teachers of handicapped children.

Health Care and Sick Child Care

American Academy of Pediatrics, *Health in Day Care: A Manual for Health Professionals*, 2nd Ed., Dept. of Publications, P.O. Box 927, Elk Grove Village, IL 60009, 1985.

Chapters include analyses of the need for day care and the physician's role; keeping the child care setting healthy; caring for children with special needs; recognizing and preventing abuse, training for staff. Appendices include plentiful guides, checklists, instructions to post.

Susan Aronson, M.D., "Health Update: Infection in Day Care," *Child Care Information Exchange*, March/April 1983.

Sick Child Care: A Problem for Working Parents and Employers, Parents in the Workplace, Minneapolis, MN, July 1983.

Explores sick child care options. Guides parents in their search for balance between work and family.

B. Fredericks, et al., *A Little Bit Under the Weather: A Look at Care for Mildly Ill Children*, Work/Family Directions, Inc., 9 Galen St., Suite 230, Watertown, MA 02172, 1986.

Survey of model programs, and how parents cope with children when they are "almost well."

Caring for Sick and Injured Children, Child Care Law Center, 625 Market Street, Suite 815, San Francisco, Ca 94105, 1986.

Legal implications of taking care of children when they fall, are infectious. Practical guide for assuring quality care.

"AIDS and Young Children: Emerging Issues," U.S. House of Representatives Select Committee on Children, Youth, and Families, 385 House Office Building, Annex 2, Washington, D.C. 20515, February 1987.

The first indications that policies are needed to help caregivers who want to work with "the least of these."

Preventing Child Abuse and Neglect

Lee W. Carlson, *Child Sexual Abuse, An Annotated Resource Guide for Churches*, Ministry with Children, Educational Ministries, American Baptist Churches/USA, P.O. Box 851, Valley Forge, PA 19482-0851, 1986, free.

Child Care and the Family, National Commission for the Prevention of Child Abuse, Publishing Department, 332 S. Michigan Avenue, Suite 1250, Chicago, IL 60604-4357, 1985.

Sherryl Kerns Kraizer, *The Safe Child Book*, Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, New York, NY 10117, 1985, \$5.95.

Teaches children how to protect themselves. Deals with prevention of abduction and sexual abuse of children ages 3 to 12 in a straightforward, non-threatening manner.

Lory Freeman, *It's My Body — A Book to Teach Young Children How to Resist Uncomfortable Touch*, 1982, \$3.00 & shipping

and
Janie Hart-Rossi, *Protect Your Child from Sexual Abuse: A Parent's Guide*, 1984, Parenting Press, Inc., 7750 31st Ave. NE, Suite 411, Seattle, WA 98115, \$5.00 & shipping.



Both these guides for very young children offer positive suggestions and clear information, along with activities (different age levels).

Handle with Care, Real to Reel Productions, P.O. Box 169, W. Somerville, MA 02144, 1984. Videotape: \$75; Slide-tape or filmstrip: \$50.

25-minute slide-tape/video on the role of child care providers and parents in preventing sexual abuse in and outside of child care settings. Training kit includes workshop guide.

Paul Stevenson and Tanna Kopp Strom, *All Our Children Strong & Safe: Comprehensive Sexual Abuse Prevention Education for Early Childhood Programs*, Crosstown Child Abuse Prevention Project, 76 N. Zuni, Tulsa, OK 74110, 1986.

After a brief overview about child sexual abuse — who, what, where, when, how, why — the book quickly moves to a curriculum for use with preschool children in classroom settings. Lots of sample activities. Bibliography.

Materials/Equipment

Most program planning guides have chapters which recommend equipment and supplies for a child care program. What a board and staff quickly learn is that many toys and activities can be inexpensively created from cast-off items of homes and businesses. Parishioners can easily donate egg cartons and styrofoam packing trays for art work, old clothes for dress-up, outgrown tricycles, or a case of computer printout paper. Their sense of pride and ownership in a child care program increases dramatically when they see how useful their "junk" is.

Teachables from Trashables: Homemade Toys that Teach, Toys 'n Things Press, 906 N. Dale street, St. Paul, MN 55103, 1979, \$9.95.

Teachables from Trashables, Volume II, 1987, \$12.95

Practical step-by-step guide to make toys for infants through school-age children. Made from recycled household materials, these toys have illustration, age guidelines, suggested play and skill-building activities.

Potpouri of Child Care and Development Pamphlets, Toys 'n Things Press, (see above), \$17.95.

25 exemplary pamphlets and a guide to 100 other free or inexpensive pamphlets, categorized according to 19 child care topics such as child health, nutrition, child development.

"Environments for Young Children," video #806, NAEYC, 1834 Connecticut Ave. NW, Washington, D.C. 20009, 1986, \$39.00.
A conversation with E. Prescott & E. Jones about the relationship of environment to program goals.

Mary Baratta-Lorton, *Workjobs: Activity-Centered Learning for Early Childhood Education*, Addison-Wesley Publishing Co., Inc., Reading, MA 1972. Practical ideas for developing materials for activities that children can do independently.

Sybil Kritchewsky and Elizabeth Prestcott, with Lee Walling, *Planning Environments for Young Children*, #115, NAEYC, 1834 Connecticut Ave. NW, Washington, D.C. 20009, 1977, \$2.50.

This 55-page booklet focuses on planning both indoor and outdoor space from a child's viewpoint.

Evaluation

Regular program evaluations are an excellent time for communication among the various "constituencies" of a

church-housed child care program. Parishioners, parents, board members, and staff can air concerns and raise issues during a program evaluation. Evaluations also provide an opportunity for church and child care community to celebrate their successes and renew their vision of the program.

Similarly, regular staff evaluations enable staff to restate their purpose for working with the program and to make adjustments in their plans and activities so their work continues.

Evaluations of children are ongoing and daily. A good program builds in ample time for staff to discuss each child's progress. Regular meetings with parents (not called just when problems arise) build a partnership of mutual trust and respect between caregiver and parent which benefits children most of all.

Program, staff, and child evaluation guidelines and sample forms are included in most child care management books. Current research on evaluation techniques and results are published in professional periodicals. A sampling is listed below:

Child Evaluation

Nancy E. Travis, *Evaluating Children's Progress: A Rating Scale for Children in Day Care*, Save The Children, Child Care Support, 1340 Spring St. NW, Suite 200, Atlanta, GA 30309, \$4.25.

Program Evaluation

Child Care Information Exchange, P.O. Box 2890, Redmond, WA 98073. Articles on techniques and ideas for program evaluation. Also on developing an evaluation instrument at the Center (9/81).

Staff Evaluation

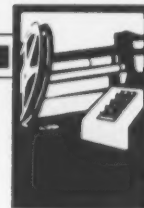
Child Care Information Exchange (address above). "Fostering Improved Staff Performance," #3 booklet of reprints of 13 most popular articles on the topics of staff motivation and evaluation, 1987, \$10.00.

Parent Involvement

Beyond getting advice about program options and conferring with staff about their children's progress, parents can be involved in a child care program in many ways. They can help with special class functions such as field trips; they can organize fundraising events; they can advocate for quality child care at the city council or state legislature; they can prepare an open house for church members. They can also make decisions for improving the program.

Regardless of how parents choose to support their child's care, their participation enriches and strengthens any program. In addition, the insights and knowledge parents gain from their involvement in their child's week-day program helps them to be more effective and satisfied parents at home.

The resources below are suggestions. The best "resource" a program has are the ideas and experiences of parents themselves.



Alice Honig, *Parent Involvement in Early Childhood Education*, National Association for the Education of Young Children, Washington, D.C., 1979, (rev. edition #135, \$4.50).

Describes model programs and methods to promote parent involvement. Discusses difficulties, successes and insights of the parent-involvement process.

Child Care Information Exchange, P.O. Box 2890, Redmond, WA 98073. "Ideas for Effective Parent Conferences" (11/79); "Meeting the Needs of Single Parents" (6/80); "Ideas for a Parent Newsletter" (5/81); also 9/82, and 11/82.

Peggy Pizzo, *Parent to Parent*, Beacon Press, 25 Beacon Street, Boston, MA 02108, 1985, \$7.65.

Stories of the many ways parents have organized, advocated, lobbied for their children's rights and futures. Valuable directory of local, state, and national parent advocacy groups.

Resource and Referral Services

There is a great need for church and child care leaders to help families gain access to information that can make them self-sufficient and self-enabling. **Only a family that knows all the resources available to it has the power to make choices which best meet its own needs and serve its own interests and values.**

Resource and referral services provide parents with information about all child care programs, including centers, family day care homes, nurseries and preschools, parent cooperatives, etc. "R&R" also offers professionals and advocates a supportive network for consultation and sharing of ideas and materials.

Every church-housed child care program should have available a list of community family-serving agencies and organizations. This list will include addresses and phone numbers of public agencies that provide Aid to Families with Dependent Children (AFDC), Foster Care, and other social services. It will include child care groups such as a local Association for the Education of Young Children, Day Care Council, Nursery School Association, or family day care provider agency. It will have referral sources for child abuse, legal aid, services for children with handicapping conditions, health care, recreation. If such a list does not exist, the child care board may suggest that the church community develop it.

A church may, in fact, choose to develop a resource and referral service as its major child care contribution. Particularly if a church building is not suitable for housing children, or if there are adequate child care programs in the community, a decision to develop child care resource and referral services may greatly serve a community. For a resource and referral service not only helps parents and staff, it becomes a vehicle for informing and empowering the larger child care community. It becomes, in other words, a base for child care advocacy.

Child Care Information and Referral Counseling Techniques, Child Care Resource Center, 24 Thorndike St., Cambridge, MA 02144.

"A Local Support System for Child Care," in Galinsky and Hooks, *The New Extended Family*, Ch. 16 (see Resources: General State of the Art).

A case study of the Child Care Corner of Minneapolis, MN, which includes a resource center, R&R services, a toy lending library, and an advocacy committee.

Work/Family Directions, 9 Galen St., Suite 230, Watertown, MA 02172, is developing I&R services for employees throughout the country, especially multi-site employers.

"Information and Referral" in *Handbook for Day Care Professionals* (see Resources: General State of the Art).

Ideas and experiences with computerized R&R, financing R&R, and collecting data.

Other resource and referral sources can be obtained by contacting the California Child Care Resource and Referral Network, 320 Judah Street, Suite 2, San Francisco, CA 94122, (415) 566-1226.

Child Care Advocacy

Grace Abbott, who headed the U.S. Children's Bureau in the 1930s, best describes child care advocacy:

Sometimes when I get home at night in Washington, I feel as though I had been in a great traffic jam. The jam is moving toward the Hill where Congress sits in judgment on all the administrative agencies of the government. In that traffic jam are all kinds of vehicles. There all are kinds of conveyances. For example, the army can put into the street tanks, gun carriages, trucks. There are the hay ricks and the binders and the plows and all the other things that the Department of Agriculture manages to put into the streets. The handsome limousines in which the Department of Commerce rides. The barouches in which the Department of State rides in such dignity.

It seems to me, as I stand on the sidewalk watching, it becomes more congested and difficult. And then, because the responsibility is mine and I must, I take a very firm hold on the handles of the baby carriage and I wheel it into the traffic.¹⁷

No work is more important. And none is harder. Parents, caregivers, church leaders must advocate for quality child care in our daily lives, in our conversations with friends



and family, in letters and trips to public officials. Millions of children wait for us to act.

Margery Freeman, ed., *Called to Act: Stories of Child Care Advocacy in the Church*, Ecumenical Child Care Network, 475 Riverside Dr., Room 572, New York, NY 10115-0050, 1986, \$6.00.

Collection of stories told by church and child care leaders who were drawn by individual children, families, or crises into action on behalf of young children. Resources for action included.

Children's Defense Fund, 122 "C" St. NW, Washington, D.C. 20001. All CDF publications are good advocacy tools.

Where Do You Look? Whom Do You Ask? How Do You Know? Information Resources for Child Advocates, 1980, \$5.50.

Helps advocates find data on problems affecting children and families. The appendices, which contain data sources in each state, are very useful.

"Why Lobby for Children?" 1983, free.

A strong rationale for lobbying congress people and a practical guide on how to do it.

"It's Time to Stand Up for Your Children, A Parent's Guide to Child Advocacy," 1979.

In Celebration of Children: An Interfaith Religious Action Kit 1982.

An unusual advocacy kit useful to synagogue and church congregations. It includes ideas and resources including sample Biblical quotations, prayers, role plays, sermons, which celebrate children and bring people of faith face to face with the need to act on children's behalf. Also includes suggested activities which children can do themselves.

A Children's Defense Budget: An Analysis of the President's Budget and Children (published yearly), (see "Resources: General State of the Art").

High/Scope Educational Research Foundation's Voices for Children project (Ypsilanti, Michigan) promotes public awareness of the benefits of quality child care programs through its filmstrip and accompanying cassette audiotape, *Preschool — A Program That Works*. More extensive written analyses of the High/Scope longitudinal studies of preschool children are also available.

How Does Your Community Grow? Planting Seeds for Quality Day Care, Massachusetts Office for Children, 150 Causeway Street, Boston, MA 02114, 1985, \$7.95.

A "how-to" manual describing principles and techniques for training citizens to advocate for quality child care.

"Advocacy" in *Handbook for Day Care Professionals* (1983). (See "Resources: General State of the Art.")

Edward F. Zigler and Edmund W. Gordon, *Day Care: Scientific and Social Policy Issues*, 1983. (See "Resources: History and Background.")

The Rights of Children, Harvard Educational Review, Reprint Series #9, 1974, \$9.95 Pb.

Perhaps the best survey of children's needs and rights available.

Advocacy for Employer-Supported Child Care

A child care option that has begun to assume an important place in the field is employer-supported child care. A church can play an important role in strengthening this option for families. First, members of the congregation may be business or union employees. If these parishioners voice their child care concerns at their workplaces, employers may for the first time consider the child care needs of their workers.

Or a church community with a child care program may go to the business community for financial support. By providing employers with data about the needs and benefits of child care, a church encourages broad community support for quality child care.

The following resources offer background information about employer support for child care:

Dana E. Friedman, *Encouraging Employer Support to Working Parents*, Carnegie Corporation, New York, 1982.

Strategies for encouraging employer support for child care. Analyzes factors affecting employer receptivity. Describes corporate responses in four cities.

Kathryn Senn Perry, *Employers and Child Care: Establishing Services Through the Workplace*, Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210, 1982, free.

Designed for employers and unions who are concerned with day care. Has much information on how to start a new center: needs assessment, planning, administration, budget, etc.

Child Care Information Exchange, P.O. Box 2890, Redmond, Wa 98073. Reprint #9, "Employer Child Care," \$2.50.

Sandra Burud, Pamela R. Aschbacher, Jacquelyn McCroskey, *Employer-Supported Child Care: Investing in Human Resources*, Auburn House Publishing Co., 14 Dedham St., Dover, MA 02030, 1984, \$16.95.

Results of a study by the National Employer-Supported Child Care Project. Gives an overview of 415 programs; describes the range of options and the impact and benefit of such programs.

Religious Resources

Several denominations and communions have extensive religious education policies, guidelines and materials.

In just the last 3 years, significant efforts have been made to extend this literature to weekday child care programs, largely in response to outspoken church-housed child care leaders!

The following selection of books and pamphlets are offered to readers who may want materials prepared by their own churches or curricula which are faith-based.

Interdenominational and Nondenominational

Ecumenical Child Care Network, 475 Riverside Dr., Room 572, New York, NY 10115-0050, offers the following publications (lower price is membership price):

Policy Statement on Child Day Care of the National Council of Churches, 1984, \$1.00/.75.

"A Place for Growing: Child Care in the Church," videotape, 1985, rental \$15/\$10.

Called to Act: Stories of Child Care Advocacy in the Church, 1986, \$6.00/4.00.

ECCN Policy Reports, \$3.50/\$2.50.

#1 "Child Care in the Public Schools," 1986.

#2 "The Gathering Storm: Liability and Church Child Care," 1987.

#3 "Caring for Ourselves: Wages and Benefits in Child Care," 1988.

Eileen W. Lindner, Mary Mattis, and June Rogers, *When Churches Mind the Children: A Study of Day Care in Local Parishes*, Highscope Press, Ypsilanti, MI, 1983. (See Resources: History/Background.)

James Fowler, *Stages of Faith*, Harper & Row, San Francisco, CA, 1985. Discussion of the importance of early childhood years to faith development.

Lucie Barber, *The Religious Education of Preschool Children*, Religious Education Press, 1531 Wellington Rd., Birmingham, AL 35209, 1986. Processes validated by research which adults can use with children to foster the development of positive attitudes toward self, others, God.

Margaret Chastain Reed, *The Church-Related Pre-School*, Cokesbury, P.O. Box 801, Nashville, TN 37202, 1985, \$7.95.

Reed draws on her own experience to show that relationships are the critical element in creating a successful church-related preschool. Ideas which challenge teachers and directors, and other staff to examine how they work together for the benefit of both children and adults.

"Weekday Ministries," Abingdon Press, Nashville, TN, 1985, call 800-251-3320.

A line of materials for day care programs including posters, birthday charts, a letterhead, and four booklets full of songs. Colorful and inexpensive.

Jean Warren, Compiler, *Piggyback Songs in Praise of God*, \$6.95, and *Piggyback Songs in Praise of Jesus*, \$7.95, Gryphon House, P.O. Box 275-0, 3706 Otis St., Mt. Ranier, MD 20712.

Original words to familiar tunes ("Twinkle, Twinkle," "Mary Had a Little Lamb"), these songs are about God's love, praise and thanks, friendship. Also available, *Piggyback Songs for Infants and Toddlers*, \$6.95, and *More Piggyback Songs*, \$6.95.

Betty Jane Bailey, "Together is Better: When Nursery and Church School Share Space," *JED Share*, Division of Publication, United Church Press, 1505 Race Street, Philadelphia, PA 19102, Summer, 1981.

In Celebration of Children: An Interfaith Religious Action Kit, 1982, Children's Defense Fund. (See "Resources: Child Care Advocacy.")

Denominational Resources

American Baptist

Grace Harger and Arline J. Ban, *Teaching and Learning with Young Children*, Judson Press, Valley Forge, PA, \$2.95.

Lee W. Carlson, *Child Sexual Abuse: An Annotated Resource Guide for Churches*, Educational Ministries, American Baptist Churches/USA, P.O. Box 851, Valley Forge, PA 19482-0851.

Resource guide to books, films, videotapes, programs and curricula describing content and level of intended audience. Each resource is evaluated for its overall quality and value to church programs.

Episcopal

Being God's Family — A Notebook for Ministry, Urban and Regional Ministry, Inc., 1900 Broadway, Nashville, TN 37203.

National Association of Episcopal Schools have the following support resources for weekday schools from kindergarten through 12th grade from the Urban and Regional Ministry, Inc. (see above):

"Professional Standards for School Chaplains"

"The Episcopal Day School" (administrative policies, rooms and equipment, curriculum, specialize kindergarten materials), 1984

"Chapel for the Preschool Child" (a report of findings in various preschools; includes hymns, scripture material used, sample prayers, selected book listings).

Lutheran

Martin F. Wessler, *Caring for Infants and Toddlers*, 422 South Fifth St., Minneapolis, MN 55415, 1982, free.

Includes a theologically-based discussion of why churches serve children, a strategy for program development. Steps for getting programs started. Section 3 includes discussions with an infant-toddler center director, pastor, consultant, that are informative and inspiring.

Martin Wessler, Ed., *Managing Lutheran Preschools: A Manual for Preschool Board and Administrators*, American Lutheran Education Association, Wartburg College, Waverly, IA 50677, 1987, \$5.00.

"Currently there are over 2,500 Lutheran preschools," states Wessler in the preface to this 91-page manual. Team ministry is stressed in this practical guide. Bibliographies accompany each chapter, which include special attention to funding, legal issues, and an excellent "Cultivating Partner Relationships."

Martin F. Wessler and Thomas H. Sauerman, *Caring for Children Before and After School*, American Lutheran Education Association, Wartburg College,

Waverly, IA 50677, 1985, \$5.00.

A 64-page booklet for congregations planning and developing programs for school-age children.

"To Begin With," Wartburg College, Waverly, IA 50677, \$1.00.

A 32-page pamphlet on how to start a church-sponsored early childhood learning center.

Joan B. Pope, "Serving Families with Latchkey Children," Family Resources, Lutheran Church in America, 2900 Queen Lane, Philadelphia, PA 19129, 1986, \$4.50/20 copies.

Brief but thorough pamphlet which helps churches think through steps for initiating a child care ministry for school-age children. Models include family day care, support groups, resource and education as well as church-based programs. Survey and bibliography included.

I Can't Wait, Lutheran preschool videotape, Augsburg Publishing House, 1986, sale \$29.95, rental \$10.00.

A 20-minute videotape that illustrates how preschools nurture the faith of children, provide outreach to families, and offer quality education in a caring environment.

Joanne Eisenberg, *Where Are They Going? Follow-Through: A Step-By-Step Guide to Day Care Ministry*, The Lutheran Church-Missouri Synod Board of Parish Education, 3558 S. Jefferson, St. Louis, MO 63118.

35-page "how-to" manual that includes forms for conducting feasibility studies, employee evaluation forms, sample job descriptions, funding sources, and a roster of equipment and supply catalogues. A 10-minute film designed to accompany the document is available for rent from the same source.

Thomas H. Sauerman and Linda Schomaker, eds., *Starting a Church Sponsored Weekday Preschool Program*, Fortress Press, Philadelphia.

A 125-page manual designed to guide a church as it starts a weekday nursery program. It covers every aspect of program development. Annotated bibliographies accompany each chapter.

Room to Grow, American Lutheran Education Association, Wartburg College, Waverly, IA 50677, 1988 (winter).

A 250-page early childhood Christian curriculum guide designed for church-sponsored child care/preschool weekday programs for 3-, 4- and 5-year-olds. Integrates Christian education into various subject areas, with suggested strategies, biblical references, for daily use.

Southern Baptist

Ray F. Evette, *Church Weekday Education Director's Handbook*, Baptist Book Store, 127 Ninth Avenue North, Nashville, TN 37234, 1986, \$13.15.

Using a ministry-oriented philosophy, this resource covers staff selection/training, building relationships between program, church and parents, structuring policies, curriculum.

Geraldine A. Carey and Kay V. Henry, *Teaching in Church Weekday Education*, Baptist Book Store, 127 Ninth Avenue North, Nashville, TN 37234, 1986, \$9.15.

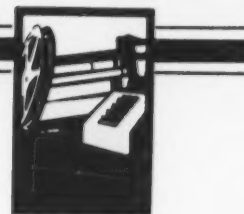
An in-depth study of the role of teachers in church-related weekday programs. Emphasis given to early childhood development, personal and professional growth of teachers, and learning environment.

William H. Halbert, Jr., *The Ministry of Church Weekday Early Education*, Convention Press, Nashville, TN 1977, \$3.10.

Essays about why a church chooses child care as ministry, what needs assessments means. Analyzes the basic goals for a church-supported child day care program. Good discussion of congregational involvement, and parents' role.

Robert A. Couch, *Administrative Guide: Day Care, Kindergarten, Nursery School, Mother's Day Out, Before and After School*, Convention Press, Nashville, TN, 1980.

A 96-page survey of requirements and steps for developing assorted child care programs. Includes forms for record-keeping, examples of curriculum and program design, personnel guidelines, Strong theological arguments for licensing and high quality care.





United Methodist

Weekday Programs for Children — Teacher's Guide, Cokesbury Service Center, Mail Order Dept., 201 Eighth Ave. South, P.O. Box 801, Nashville, TN 37202, 1987, \$14.95.

Curriculum resource for nursery school, kindergarten, and day care which emphasizes Christian values. Guide has introductory articles and fifty-two units with activities. Includes suggested Bible verses or stories, music, bibliography.

Weekday Programs for Children — Director's Manual, Cokesbury Service Center, (address above), 1987, \$7.95.

Offers step-by-step guidance for starting programs, ways to link weekday programs to other church programs. Addresses such topics as staffing, planning, enrolling children, relating to parents, ways to deal with crises in children's lives. Legal, financial, space issues are also dealt with; a bibliography and reproducible forms are included.

We Who Will Care for the Children, Cokesbury Service Center (address above), 1986.

16-page catalogue of recommended resources and materials for church-related child care programs.

Mother's Day Out: Program Guide for Parents' /Children's /Mother's Day Out, Cokesbury Service Center (address above), 1986, \$4.75.

Guide for workers with children in part-day and part-week programs, including tips on working with infants, toddlers and two-year-olds. Curriculum guides for all ages includes Christian values, celebrating holidays, using Scripture.

Discover Faith and Fellowship, Cokesbury Service Center (address above), 1987, \$5.95, student activity sheets, \$3.75 per set.

Recreation, study, food, and worship with music are basic elements in the forty programs in this guide. Christian themes and issues for young people are incorporated in program.

Beginnings for Infants and Toddlers, Cokesbury Service Center (address above), quarterly, from 1986, \$1.45 each.

For persons concerned with Christian growth in infants and toddlers, includes suggestions for equipment, room set-up, other care hints as well as curriculum suggestions.

Child Care and Christian Education, Curriculum Resource Committee, General Board of Discipleship, The United Methodist Church, P.O. Box 801, Nashville, TN 37202.

Policy statement approved by the General Board of Discipleship for use by United Methodist churches and governing bodies.

United Church of Christ

Every Child is My Child, a filmstrip produced by the UCC, 1400 North Seventh St., St. Louis, Mo 63106, \$15.00 (rental fee).

Excellent filmstrip which talks about the problems today's children face and the need for quality care.

Lois Peeler, *Who's Planning for Me? A Planning Guide for Ministry with Children in the Church and the Community*, United Church Resources, United Church of Christ, 1400 North Seventh St., St. Louis, MO 63106.

Story of how one particular church responded to the challenge to welcome children into the church and advocate on their behalf.

Professional Organizations, Family Resources, and Advocacy Agencies

National Council of the Churches of Christ in the USA

Child Advocacy Office

Ecumenical Child Care Network

475 Riverside Drive, Room 572, New York, NY 10115-0050
(212) 870-3342

Commission on Regional and Local Ecumenism (CORLE)

475 Riverside Drive, Room 870, New York, NY 10115-0050
(212) 870-2158

Partners in Ecumensim (PIE)

475 Riverside Drive, Room 870, New York, NY 10115-0050
(212) 870-3157

Washington, D.C. office

110 Maryland Avenue NW, Washington, D.C. 20002
(202) 544-2350

Alliance for Better Child Care

122 C Street NW, Washington D.C. 20001-2193
(202) 628-8787

American Academy of Pediatrics

141 Northwest Point Blvd, Elk Grove, IL 60007
(312) 228-5005

American Home Economics Association

2010 Massachusetts Ave NW, Washington, D.C. 20036
(202) 862-8300

Association for Childhood Education International

11141 Georgia Ave., Suite 200, Wheaton, MD 20902
(202) 363-6963

Association of Junior Leagues

National Child Advocacy Project
660 First Avenue, New York, NY 10016
(212) 355-4380

California Child Care Resource and Referral Network

809 Lincoln Way, San Francisco, CA 94122
(415) 661-1714

Center on Child Abuse & Neglect

P.O. Box 1182, Washington, D.C. 20013
(202) 245-2856

Child Care Action Campaign

99 Hudson St., 12th Fl., New York, NY 10013
(212) 334-9595

Child Care Law Project

625 Market Street, Suite 815, San Francisco, CA 94105
(415) 495-5498

Child Welfare League of America

440 First St. NW, Washington, D.C. 20001
(202) 254-7410

Children's Action Network

CDF Action Council, P.O. Box 1303, Washington, D.C. 20044
(202) 628-8787

Children's Defense Fund

122 C Street NW, Washington, D.C. 20001
(202) 628-8787

Child Care Employee Project

P.O. Box 5603, Berkeley, CA 94705
(414) 224-3121

Children's Foundation

815 15th St. NW, Suite 928, Washington, D.C. 20005
(202) 347-3300

Church Women United in the USA

475 Riverside Drive, Room 812, New York, NY 10115
(212) 870-2343

Council for Exceptional Children

1920 Association Drive
Reston, VA 22091
(703) 620-3660

Family Service of America

11700 Westlake Park Dr., Milwaukee, WI 53224
(414) 359-2111

House Select Committee on Children, Youth and Families

Room H2-385, House Office Building — Annex 2, Washington, D.C. 20515
(202) 224-3121

NAACP Legal Defense & Educational Fund
99 Hudson St., 16th Fl., New York, NY 10013
(212) 219-1900

National Association for Child Care Management
1255 23rd St. NW, Suite 850, Washington, D.C. 20037
(202) 659-5955

National Association for the Education of Young Children
1834 Connecticut Avenue NW, Washington, D.C. 20009
1-800-424-2460
(Most states and many cities have local AEYC affiliates.)

National Black Child Development Institute
1463 Rhode Island Ave. NW, Washington, D.C. 20005
(202) 387-1281

National Center for Clinical Infant Programs
733 15th Street NW, Suite 912, Washington, D.C. 20005
(202) 347-0308

National Child Care Association
1501 Benning Rd NE, Lower Level, Washington, D.C. 20002-4599
(202) 397-3800

National Committee for Prevention of Child Abuse
332 S. Michigan Ave., Suite 950, Chicago, IL 60604
(312) 663-3520

National Head Start Association
1029 31st Street NW, Washington, D.C. 20007
(202) 337-6650

National Urban League
500 East 2nd Street, New York, NY 10021
(212) 310-9000

Parents Anonymous
6733 Sepulveda Blvd., Suite 270, Los Angeles, CA 90045
1-800-421-0353
in CA 1-800-352-0386
in NY (716) 454-5066
121 North Fitzhugh St., Rochester, NY 14614

Project Headstart, Office of Human Development Services
DHHS, Washington, D.C.
(202) 755-7782

Resources for Child Care Management
P.O. Box 672, Bernardsville, NJ 07924
(201) 766-9237

Resources for Children with Special Needs
200 Park Avenue So., Suite 816, New York, NY 10003
(212) 677-4650

School-Age Child Care Project
Wellesley College Center for Research on Women
Wellesley, MA 02181
(617) 431-1453

School Age Notes
P.O. Box 120674, Nashville, TN 37212
(615) 292-4957

Southern Association on Children Under Six
Box 5403, Brady Station, Little Rock, AR 72215
(501) 227-6404

Training Resources

Bank Street College of Education
610 W. 112th Street, New York NY 10025
Summer child care administration seminars.

High/Scope Educational Research Foundation
600 River Street North, Ypsilanti, MI 48198
Periodic conferences on child care advocacy and administration.

National Association for the Education of Young Children
Annual conference. Also, NAEYC's National Academy of Early Childhood Programs has an accreditation process for programs to complete based on its Criteria for High Quality Early Childhood Programs. NAEYC's Child Care Information Service is a computerized clearinghouse of resources and referral. (800) 424-2460

Save the Children/The Child Care Support Center
1182 West Peachtree NW, Atlanta, GA 30309
Periodic conferences and workshops for day care administrators and family day care providers.

Wheelock College
9 Galen St., Suite 230, Watertown, MA 02172
Advanced Seminar in Day Care Administration (summers).

Publications and Periodicals

Ecumenical Child Care Newsletter, Child Advocacy Office, National Council of Churches, Room 572, 475 Riverside Drive, New York, NY 10115-0050. Bi-monthly — free to ECCN members.

Bananas, 6501 Telegraph Avenue, Oakland, CA 94609, (415) 658-7101. Bimonthly R&R newsletter on locating and choosing care provider training resources, social services for parents in Northern California, but useful nationally.

Black Child Advocate
National Black Child Development Institute, Inc., 1463 Rhode Island Ave. NW, Washington, D.C. 20005
Quarterly — free with membership in NBCDI.

BusinessLink, The Report on Management Initiatives for Working Parents, Resources for Child Care Management, Box 672, Bernardsville, NJ 07924. Quarterly — free.

CDF Reports
Children's Defense Fund, 122 C Street NW, Washington, D.C. 20001. Monthly — \$27.95 year.

Child Care Employee News
Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705

Child Care Information and Referral Issues
809 Lincoln Way, San Francisco, CA 94122.
Quarterly — \$20.00 year.

Child Care Information Exchange
P.O. Box 2890, Redmond, WA 98073.
6 issues a year — \$25.00.

Children Today
Office of Development Services (OPA), U.S. Dept. of Health and Human Services, Room 356-G, 200 Independence Ave. SW, Washington, D.C. 20201. 6 issues a year — \$11.00.

Day Care and Early Education
Human Sciences Press, 72 Fifth Ave., New York, NY 10011.
Quarterly — \$20 a year.

Child Care Connection
Day Care Information Service, 332 W. Edmonston Dr., Rockville, MD 20852. (\$142 a year). *Handbook for Day Care Professionals* comes with subscription.

Early Childhood Research Quarterly
Ablex Publishing Company, 355 Chestnut Street, Norwood, NJ 07648.
Quarterly — \$24.50 for individuals, \$55.00 for institutions.

Family Resources Coalition Report
230 N. Michigan Avenue, Suite 1625, Chicago, IL 60601.
Quarterly — \$15 a year individual, \$30.00 organizations.



Interracial Books for Children
1841 Broadway, New York, NY 10023.
Bulletin issued three times a year — \$10.00.

Preschool Perspectives
P.O. Box 7525, Bend, OR 97708.
Monthly — \$1.50 each.

Report on Preschool Programs
The Biweekly Newsletter of Programs for Early Childhood Development, 1300 N. 17th Street, Arlington, VA 22209.
\$131.00 a year. Policy information, invaluable for administrators and child care advocates.

Resources for Child Caring, Inc.
(a non-profit organization dedicated to "providing high quality of services and products that will help improve the care of young children,"), 906 N. Dale St., St. Paul, MN 55103. Toys 'n Things Press is a division which reviews and evaluates children and adult books, filmstrips, training, guides, and publishes its recommendations in periodic catalogues.

SACC Newsletter
School Age Child Care Project, Wellesley College Center for Research on Women, Wellesley, MA 02181.
3 times a year — free.

School Age Notes
P.O. Box 120674, Nashville, TN 37212.
6 times a year — \$12.00.

Working Mother
230 Park Avenue, New York, NY 10169.
Monthly

Young Children
Journal of the National Association for the Education of Young Children, 1834 Connecticut Avenue NW, Washington, D.C. 20009.
Included in membership dues, 6 issues a year — \$20.00 annual dues.

Young Health
American Academy of Pediatrics, Publications Department, P.O. Box 927, Elk Grove Village, IL 60009.
Quarterly — \$24.00/100 copies each quarter.

Zero to Three
National Center for Clinical Infant Programs, 733 15th Street NW, Suite 912, Washington, D.C. 20005.
5 times a year — \$18.00.



Appendix A

National Council of Churches of Christ Policy Statement on Child Care Adopted 1984, New Brunswick, New Jersey

Editor's Note: Policy Statements on child care have been adopted by several denominations since the National Council of Churches established this model statement in 1984.

I. Social and Theological Rationale

A. *The Cresting Tide of Need*

The awareness of need for child care in the United States is not new, nor is the forging of a public policy to undergird such care. Historically, such policies were forged in times of war and national crises and were adopted to address other national priorities. Thus, public policies regarding child care have not been developed from a primary motivation to meet the needs of children or to strengthen families.

Formalized child care, the programs provided to preschool children outside of their homes, has only recently become a feature on the American family landscape. Late in the 19th century, "day nurseries" served factory and mill workers, the poor, and the rapidly increasing immigrant population. Day care centers sprang up during both world wars to accommodate the children of women working to support the war efforts. Any suggestions of child care outside such emergencies was once thought to be a remedial program for pathological families, but child care today has become an American norm. In the last decade child care has emerged with a sense of permanency and service to all social classes. Since 1980, a majority of mothers of children under five has been employed outside the home. Other trends in birthing patterns and divorce rates have contributed to the rise in the need for child care both full-day and part-day.

Since child care services were historically associated with families most in need, they were often looked upon with disdain. Today's economic realities have not succeeded fully in removing the stigma attached to working mothers. And the nation continues to witness to dramatic changes in family life:

- more parents of both genders and all socioeconomic classes are entering the labor force, returning to school and job training programs;
- there are more divorces, separations, and unmarried parents;
- there are no indications of a future decline in the numbers of single parent families with young children;
- there are more families with one or two children, thus fewer siblings at home and there is less opportunity for children to gain important socialization experience;
- more men and women with established career patterns are having children later in life, making it more likely that they will remain in or rejoin the work force.

In the face of these truths, children's needs must be met, for the sake of the children and for the sake of the family and society as a whole. Children from all income levels need care, thus access to services must be available to the poor, the middle class, racial and ethnic minorities, and the affluent. Child care, at its best, is a family strengthening service, not a family replacement service. Its objective is to support families in their efforts to provide their children with a total atmosphere conducive to meeting children's needs for wholesome mental, emotional, and spiritual development.

Today most American children are the recipients of some form of child care service and, as likely as not, that service is housed in a church building. The church, like the society, is generally without a coherent child care policy. The continuing absence of a national child care policy on the part of the government is not in the best interests of children. The absence on the part of the church — the largest single provider of child care — is a serious detriment to its child care ministry.

B. *The Role of the Church*

Child care is of urgent concern to all families with children and to the country. Child care must also be an urgent pastoral and prophetic concern for the church.

Today, the church plays a major and primary role as a provider of child care and child care facilities within the nation. For that reason churches are in a unique position to affect child care policies within the society. To date, the church as a whole has been unaware, ill-informed or indifferent to its role and responsibilities to the pressing national concerns of child care. In addition to its

large scale role as provider, the church may now find a major leadership role in the development of public policy in this area of human service.

Because of the magnitude of the present involvement of local churches in child care, the church has a deep, overriding responsibility to initiate, encourage and participate in a national dialogue on child care. Such a dialogue should ultimately yield a coherent and equitable national plan for child care. This plan should involve all sectors of society and should replace the disarray which presently characterizes child care policy. Existing policies lack coherence as well as equity for all children.

Child care concerns are not of a fleeting nature, but pose enduring issues which reach deep into the nation's life. At the heart of the debate lies the future well-being of America's children and families. The church can enrich and strengthen, as well as gain much from its leadership and participation in a national dialogue about child care.

In engaging in that national dialogue the church is consistently guided by its vision that child care services must be available to all families on an equitable basis, draw resources from all sectors of the society, support the development of the child and the stability of the family and be regulated in such a manner that encourages the development of a variety of program types of high quality in which health and safety are assured. Finally, the church comes to that dialogue prepared to acknowledge its own responsibility to work for quality child care as a part of its larger ministry to families and the society.

C. *A Vocation for the Church*

Scripture is replete in both Old and New Testaments with instructions to the faithful to do justice and to provide nurture to persons, including the young. In its historical witness the church through its sacraments, as in baptism, and its rituals, as in dedication of infants, has sought to remain faithful to these scriptural injunctions. Family life, too, has long been and remains an important area of ministry at all levels of the life of the church. Drawing from this history, Christians today are called to service in seeking reconciliation and the biblical *shalom* — within families and within the larger society. The church seeks to offer the Good News of Christ to families and to support them in their critical activity of child rearing. The ministry of child care is yet one more way in which the Christian community is called to extend both the nurturing ministry of the church and the prophetic proclamation of justice to children, families, parishes and the society. Few in our society are as vulnerable as children, dependent as they are upon adults for all means of support — material, emotional, physical and spiritual. Called to witness to God's love and to love of neighbor in advocacy for child care, the church finds again its vocation, and individuals their ministry, in enabling persons to live the lives for which they were created.

Therefore, the church does not come to the complex question of child care devoid of resources. In addition to buildings, so commonly used to house child care programs, the church brings a theology and tradition that offer much to the pursuit of a more authentic understanding of child care.

II. The Church as Child Care Advocate — In Its Own Life

A. *Toward Intentional Mission*

Child care within local parishes must be assessed as an authentic expression of discipleship as understood by the host congregation. Thus, whether the child care program is church-operated or merely church-housed, the governing body of the church should be conscientious about its involvement in child care. Congregations must remember that the church's name, reputation and integrity in the community are called to account by all programs offered in their buildings. Parents who deliver their children at the door of the church believe that they are entrusting these children to the care of the church. The church must never, therefore, see itself solely as the landlord or custodian of a child care program. Refusing to enter casually into child care, the congregation will wish to offer all its services of work and worship to children and families which enter

its doors. As a policy, congregations housing child care need to clarify their own sense of ministry, preparing printed materials to interpret its sense of ministry to others. All services of the church should be offered to families using the child care program. However, participation in a program of worship or mission should not be required as a prerequisite for participation in child care. Through use of its facilities or through the operation of a day care program, the church is carrying on a ministry which should be consistent with the larger conception of mission held by the church. A variety of conceptions of ministry may instruct the congregation in offering child care. Some of these may include:

1. Evangelism — In some instances, the church will view its child care programs as outreach and evangelism, intending a ministry which proclaims the Gospel of Jesus Christ in a clear and direct manner. If this is the case, the intentions and purposes should be clearly stated to parents so that their decisions can be well informed.

2. Ministry/Service — Child care may be a parish program intended as a service to the church's own members, an expression of pastoral care and nurture. If so, the assumption should be made explicit that participation in the child care program implies a further commitment to the church.

3. Community Ministry — If the church wishes to use its resources for the good of the community as a whole, the church must make clear that it is providing a community service without regard for religious belief, gender, class, race, or national origin and that as a program is part of a broader inclusive ministry. In such an instance, religious education is not a component of the program. Once again, the church must express clearly its expectations of the families that participate in the child care program.

4. Ministry to Unserved or Underserved Populations — The church may decide that it is called by its social justice ministry to focus its concern on children with special needs. These might include children from migrant and refugee families, children who have been abused or neglected or who may have emotional or physical disabilities or for whom English is a second language. If the governing body of the church has made this determination, the church must clearly interpret its call to minister to this special population. Criteria must be set forth defining the requirements for entrance into the program. This ministry may involve complications and will call for particular expertise, but may be the most urgently needed and most supportive for the families being served. Ordinarily these programs will be nonsectarian and have no Christian education component.

These conceptions of ministry are suggestive, not exhaustive, and do not rule out programs such as "mother's morning out," and parent cooperative nursery schools, which may represent the ministries of some churches. In each instance, the church must see itself as an inclusive community.

In all of the above categories of ministry, clear understanding of purpose and constancy are required. Congregations must avoid responding hastily to the expressed need for a child care program. It is wise to make decisions to enter the child care field only after a period of thoughtful and reflective study in order to evaluate the factors bearing on decisions and all of the possible implications of those decisions. The congregation has the responsibility to be constant in its nurture of any ministry it accepts, especially since child care necessitates day to day monitoring of activities and a concern for the general well-being of the program. In many instances, the pastor or lay persons may become advocates, or take direct responsibility for specific aspects of the child care program. In all instances, the church should understand that it has entered into a partnership with the child care program.

B. Church-operated Child Care Programs

A church takes on additional responsibilities when it chooses to operate a child care center as a part of the congregation's own programming. These responsibilities may revolve around the following concerns:

1. Quality of Program — In assuming the operation of a child care program, the church is giving its pledge to families that the quality of the program will be of concern to the congregations and governing body. The high standards to be maintained assume a commitment to the quality of the relationship to be achieved between staff and families so that families can place their children in the care of the church with confidence. This confidence must be gained through attention to the children's physical and emotional safety in an area that is child-centered, in an environment that encourages positive learning and growth experiences under the supervision of competent and emotionally stable staff members. Programs must be responsive to the individual child's needs as well as his or her cultural identity. Frequent communications between staff and parents, as well as the invitation to parents to participate in decision making, will support the family.

2. The Role of the Church as Christian Educator in Child Care — By the very fact that the church has assumed the operation of its own child care

program, and opened its doors to young children, the church is making a statement about its Christian witness and theology of mission. If the church wishes to include Christian education as a part of its child care program, parents must be made aware of the program philosophy before they make the decision to enroll their children in the program. Christian education in child care programs may find expression in a number of ways, which may include acquainting children with the biblical tradition, the history of the church and confessional creeds, Christian ethical teachings, Christian concepts of love and justice, or other subjects which the church may deem suitable for the age groups being served. In some instances churches may elect to offer programs, open to those of all faiths, which do not explicitly teach Christian doctrine but which still embrace and live by Christian ethical standards. In either case, the congregation must be explicit about its Christian education goals.

C. Conditions Favoring the Church's Role as Child Care Provider

As the steward of substantial resources, including real estate, capital, administrative services and health and insurance benefits, the churches are in an ideal position to make child care delivery available to families. Churches taken in the aggregate are the largest single provider of child care in the United States today. Space, location, and tax exempt status contribute to the desirability of church properties for child care programs. Of course, churches will want to consider carefully the ethical implications of their fee policies for the use of space for this ministry of child care.

With respect to space, location, and tax exempt status, the National Council of Churches and its member communions should conscientiously and imaginatively offer their varied resources as local parishes take on the mantle of provider of child care services and enable local parishes in a child care ministry. Thus, the church can serve as an advocate for child care in its own life and provide a model of stewardship for child care to the society at large.

III. The Church as Advocate for Child Care — in Society

A. The Church's Approach to Advocacy

In matters of public concern, the churches have a responsibility to make their voices heard. Since child care is of utmost importance to the present and future well-being of society, the church's position on child care is an appropriate public policy concern. Further, as the major provider of child care in the United States, the church has a special responsibility to help raise ethical questions about child care. It is the obligation of the church to advocate a coherent, comprehensive, inclusive, and above all, equitable public policy regarding child care. As it approaches public advocacy for child care, the church must be guided by its concern for all sectors of society.

The federal government presently provides subsidies for all child care services through a variety of means to all socio-economic classes. In higher income brackets indirect subsidy is given through tax credits. In lower income groups direct subsidy is provided. These programs were not established in a comprehensive approach to child care but rather were established in a cumulative fashion. As a result these programs are inequitable both in the degree to which child care is subsidized, and the extent to which parents are permitted to choose programs for their children.

B. Basic Advocacy Issues

1. Parental Choice — In its advocacy for child care the church should be vigilant in guarding the rights of parents to exercise choice in selecting appropriate child care for their children. Government subsidies must be designed to assure maximum stability for child care programs, while reserving to parents the right to choose from among programs to their liking. This goal can only be achieved by the development of policies which allow for some subsidies made directly to parents through a variety of means. In this way the interests of children, their families, and child care providers are all served.

Many factors influence and often determine decisions made by families. For example, programs must be both affordable and accessible, and they must meet requirements of appropriate location, hours of operation, ages served, and educational philosophy.

Parental choice can be maximized and enhanced by the availability of information and referral services. Such services can inform families about existing child care options, document child care needs for the use of policymakers, business and industry, assist in the development of new child care services, and support existing services through the provision of technical assistance. Children and their families of all economic levels and ethnic groups would be served by the establishment of such services. Without access to these services, families are unable to exercise necessary options.

2. Standards of Quality — Interwoven with all other aspects of child care are questions of standards to be maintained. Although quality is a legitimate

concern in public policy matters relating to child care, the church must caution that this concern not be permitted to eliminate cultural choices, which should rightly be reserved to families. Rather, public policy should be confined to regulations concerning enforceable health and safety standards and the requirement of screening to determine the emotional fitness and mental competency of all potential staff persons to be employed within child care centers.

The Importance of Licensing

It is important that no child care program be exempt from securing a child care license, ordinarily issued by the state. Child care licensing is an official acknowledgment of the public responsibility to maintain health, safe, and developmentally appropriate conditions for children during the time they spend in child care. Licensing is a form of consumer protection for children and their parents.

The goal of child care licensing should be to assure a level of good quality care while taking into account the different types of settings and the numbers of children served in each. Agencies charged with enforcing licensing standards should be publicly visible so that individuals caring for children know about them and can seek technical assistance from them. The standards represented in the licensing statutes should be widely disseminated so that parents will be in a better position to locate and monitor licensed child care settings. In addition to licensing statutes, health, building, and fire safety codes must also be met. The inspection, monitoring, and enforcement of all applicable statutes should be coordinated to ensure that personnel and fiscal resources are wisely used.

It is with such an understanding of licensing that the churches should urge local parishes to seek compliance with licensing statutes which provide differential standards for center, group homes, and family homes; that include care of children from infancy through school age; that cover full-time, part-time, drop-in, and emergency care arrangements, and facilities serving children with disabilities.

Assuring Equity in Program Quality

Is it important that the church insist that public policy requires that all programs meet a common set of minimum standards that are independent of both the method or form of payment to be made for services and the source of funds for payment, thus assuring an equity in program quality for all children. A comprehensive and equitable public policy should be formulated in such a way that it serves as an incentive for all potential sources of child care subsidy. These include federal, state, county and local governments, business and industry and the voluntary and private sector. It is only through an equity of resources that high program quality and maximum choice for families can be assured.

C. Church Exemptions: A Challenge to the Church's Commitment

A special concern in regard to regulation is the increasing pattern of church groups that have sought to have church sponsored, operated, or housed child

care programs exempted from state child care licensing regulations. In this instance the important and cherished rights of the free exercise of religion need not be impeded by government regulations. The regulations of basic health and safety conditions in a building/program that serves young children is the appropriate responsibility of the state and this need not interfere with the free exercise of religion. Thus, the church should neither seek nor accept exemptions from licensing standards and indeed should be responsible for maintaining compliance with these standards in the programs that are offered within their facilities. This compliance does not preempt the church's ability and responsibility to actively seek reform of licensing regulations when that activity is warranted and in the best interests of children.

D. The Wellbeing of Providers

Child care providers as a group are often poorly paid and undervalued. As a natural part of its advocacy for child care, therefore, the church must work with other child advocacy groups to upgrade the image and status of child care professionals both within and outside the church. Likewise, this advocacy stance should move congregations to a concern that all providers in both church-operated and church-housed programs receive adequate remuneration and benefits, consonant with their experience and education.

E. The Church's Social Responsibility as Advocate

Recognizing the unique role of churches in the provision of child care services, the church must be especially diligent and conscientious in its public advocacy for child care. Member communions of the National Council of the Churches of Christ should:

1. Continue, through its Child Advocacy Working Group in the Division of Church and Society, to provide a forum in which its member communions may be assisted to develop, coordinate and implement child care advocacy strategies.
2. Become informed about the conditions existing today and the issues involved in the design of an adequate public policy for child care.
3. Use the appropriate councils and agencies of the church to monitor public policy at federal, state, and local levels of government.
4. Take an active part in promoting a national dialogue in which the church will help to frame the questions to be addressed in the formation of public policy.
5. Call upon staff of church agencies in Washington, D.C. and within the states that are charged with particular responsibility for the church's involvement in public policy processes, to monitor, serve as an advocate, raise issues, and bring the voice of the church to bear on child care policy development. ✱

Appendix B

Model Resolution on Child Care as Ministry

For use by individual communions

The following resolution was passed by the Northern New Jersey Conference of the United Methodist Church in 1985. As a result of the resolution, a Child Care Task Force was formed to develop a questionnaire on church-housed child care which was completed by all local churches as part of their Charge Conference report. The inventory not only provided the Conference with details about United Methodism's child care ministries, but it also raised the awareness of church leaders about the importance of the church as advocate for children and families in their communities. As Bishop C. Dale White, then presiding Bishop of the Northern New Jersey Conference, said: "The voice of the church, through its nurturing ministry can help create the public policy which will lead to greater justice for all children. We ask God's help in finding that voice."

WHEREAS, the church needs to legitimize child care as an important and valid part of the mission of the church to children and their families;

BE IT THEREFORE RESOLVED that the United Methodists of the Northern New Jersey Conference be intentional to this ministry to children by:

1. Doing a survey as soon as possible of all congregations to determine:
 - which churches are operating or housing weekday child care programs,
 - what type of child care is being provided and to what ages,
 - how many children are being cared for,
 - what other supplementary services are being offered to children.
2. Including in the annual report of each congregation the above information.
3. Exercising leadership in addressing the critical and timely issues of child care as they emerge.
4. Forming a task force for the purpose of:
 - developing an instrument for the surveying and reporting of child care ministries,
 - creating a means for using the information collected as a basis for planning and policy making as well as advocacy. ✱

Appendix C

Information on Licensing

Most states require the licensing of child care centers. Some regulate family day care programs as well. Part-day programs ordinarily do not need to be licensed. But all programs that serve children are mandated, by law, to meet specific health, fire, and safety codes.

A church-housed child care program committed to providing high quality care for children pledges to meet and/or exceed all appropriate regulatory statutes and recommendations, even if licensing is not required by law.

The following areas may be included in state regulations, but only the state regulatory agency can provide a comprehensive list of its own minimum standard requirements.

Physical Space

- number of square feet needed per child for both indoor and outdoor space (usually 35 feet per child inside, and 75 feet per child outside).
- lighting, heating/air conditioning, ventilation, plumbing, type of construction, number of exits, fire doors, fence requirements.

Health Requirements

- Annual medical examinations for staff and children are usually required.

Some Common Regulatory Standards

- Immunization records are also usually required.
- Food preparation and equipment are prescribed in detail.
- Bathroom safety, health, and use features are specified.

Fire Regulations

- Adult-child ratios are reiterated.
- Fire drill procedures are posted; exits are marked.

Staff-Child Ratios

- minimum number of adults required for a given number of children, depending on age of children.

The Federal Interagency Day Care Requirements (FIDCR) are U.S. government standards for federally-supported day care facilities. Although they have not been enacted into law, they represent minimum standards for child-staff ratios which have been endorsed by many child care groups.

	Age	Maximum Group Size	Staff Child Ratio
	0-2	6	1:3
for centers	2-3	12	1:4
	3-6	16	1:8
for homes	0-2	10	1:5
	2-6	12	1:6

Some states also specify minimum staff qualifications.

Zoning

- Neighborhood zoned for small business (usually centers only).

Food Preparation and Nutrition

- Type and quality of food to be served is prescribed;
- Methods of food service are set out.

Regulations sometimes cover educational program requirements, record keeping, discipline, emergency procedures.

Note: The process of meeting licensing, building, fire, health, sanitation, and zoning requirements can take six months or longer if the building needs major modifications. It is important to know all these requirements before final decisions about the program are made, since licensing regulations affect every aspect of the program.

Current State Day Care Center Licensing Offices

State Department of Human Resources
 - Offices of Day Care & Child Development
 64 North Union Street
 Montgomery, Alabama 36130
 (205) 261-5785

Division of Family & Youth Services
 P.O. Box H-05
 Juneau, Alaska 99811-0630
 (907) 465-3170

Office of Child Day Care Facilities
 Arizona Department of Health Services
 411 N. 24th Street
 Phoenix, Arizona 85008
 (602) 220-6406

Department of Social and Rehabilitative Services
 P.O. Box 14787
 Little Rock, Arkansas 72203
 (501) 371-7512

Department of Social Services
 744 P Street, Mail Station 17-17
 Sacramento, California 95814
 (916) 322-8538

Department of Social Services
 P.O. Box 181000
 Denver, Colorado 80218-0899
 (303) 294-5961

State Department of Health Services
 150 Washington Street
 Hartford, Connecticut 06106
 (203) 566-3767

Department of Health & Social Services
 P.O. Box 309
 Wilmington, Delaware 19899
 (302) 421-6786

Licensing & Certification
 Division Social Services Branch
 614 8th Street, NW
 Washington, D.C. 20001
 (202) 727-7823

Department of Health and Rehabilitation Services
 1311 Winewood Boulevard
 Tallahassee, Florida 32301
 (904) 488-1850

Department of Human Resources
 Child Care Licensing Section
 Room 607
 878 Peachtree St. NE
 Atlanta, Georgia 30309

(404) 894-5688
 Division of Social Services
 P.O. Box 2816
 Agana, Guam 96910
 (617) 734-9912

Department of Social Services and Housing
 P.O. Box 339
 Honolulu, Hawaii 96809
 (808) 548-2302

Department of Health and Welfare
 Statehouse
 Boise, Idaho 83720
 (208) 334-4076

Department of Children and Family
 406 E. Monroe
 Springfield, Illinois 62701-1498
 (217) 785-2598

State Department of Public Welfare
 100 North Senate Avenue, Room 701
 Indianapolis, Indiana 46204
 (317) 232-4421

Department of Human Services
 Hoover State Office Building
 Des Moines, Iowa 50319-0014
 (515) 281-6074

Division of Health & Environment
 Building 740, Forbes AFB
 Topeka, Kansas 66620
 (913) 862-9360

Department of Human Resources
 Fourth Floor East
 275 East Main Street
 Frankfort, Kentucky 40601
 (502) 564-2800

Department of Health & Human Resources
 P.O. Box 3767
 Baton Rouge, Louisiana 70821
 (504) 342-6446

Department of Human Services
 Augusta, Maine 04333
 (207) 289-3455

Division of Group Day Care Centers
 Licensing and Consultation Services
 O'Coner Building
 Baltimore, Maryland 21201
 (301) 225-6744

Office for Children
 150 Causeway Street, Room 901

Boston, Massachusetts 02114
 (617) 727-8956

Michigan Department of Social Services
 Division of Child Day Care Licensing
 300 St. Capitol Ave., Suite 1020
 Lansing, Michigan 48933
 (517) 373-8300

Department of Public Welfare
 Centennial Office Bldg., 4th Floor
 St. Paul, Minnesota 55155
 (612) 296-2539

Child Care and Special Licensure
 State Board of Health
 P.O. Box 1700
 Jackson, Mississippi 39215-1700
 (601) 960-7740

State Department of Social Services
 Broadway State Office Building
 P.O. Box 88
 Jefferson City, Missouri 65103
 (314) 751-2450

Montana Department of Family Services
 P.O. Box 8005
 Helena, Montana 59604
 (406) 449-3865

Department of Social Services
 P.O. Box 95026
 Lincoln, Nebraska 68509
 (402) 471-3121

Division of Youth Services
 505 East King Street
 Carson City, Nevada 89710
 (702) 885-5911

Division for Children and Youth Services
 Office of Social Services
 Hazel Drive
 Concord, New Hampshire 03301
 (603) 271-4461

New Jersey Department of Human Services
 1 South Montgomery Street
 Trenton, New Jersey 08623
 (609) 292-1879

Health and Environment Department
 Health Services Division
 P.O. Box 968
 Harold Runnels Building
 Santa Fe, New Mexico 87504-0968
 (505) 827-3421

New York State Department of Social Services
40 North Pearl Street
Albany, New York 12243
(800) 342-3715

Child Day Care Section
Division of Facility Services
701 Barbour Drive
Raleigh, North Carolina 27603
(919) 733-4801

Children and Family Services
Department of Human Services
State Capitol Building
Bismarck, North Dakota 58505
(701) 224-3580

Bureau of Licensing and Standards
30 E. Broad Street, 30th Floor
Columbus, Ohio 43215
(614) 466-3822

Department of Public Welfare
P.O. Box 25352
Oklahoma City, Oklahoma 73125
(405) 521-3561

Children's Services Division
198 Commercial Street, SE
Salem, Oregon 97310
(503) 378-3178

Department of Public Welfare
Division of Day Care Services
P.O. Box 2675
Harrisburg, PA 17105
(717) 961-4371
P.O. Box 11398

Fernandez Juncos Station
Santurce, Puerto Rico 00910
(809) 723-2127

Department of Social & Rehabilitative Services
610 Mount Pleasant Avenue
Providence, Rhode Island 02908
(401) 277-3446

South Carolina Department of Social Services
P.O. Box 1520
Columbia, South Carolina 29202
(803) 758-7620

Department of Social Services
Richard F. Kneip Building
Pierre, South Dakota 57501
(605) 773-3227

Tennessee Department of Human Services
Citizens Plaza
400 Deaderick
Nashville, Tennessee 37219
(615) 741-7129

Texas Department of Human Services
Licensing 550-W
P.O. Box 2960
Austin, Texas 78769
(512) 450-3269

Division of Family Services
P.O. Box 45500
Salt Lake City, Utah 84145-0500
(801) 538-4100

Department of Social and Rehabilitative Services
103 South Main Street
Waterbury, Vermont 05676

(802) 241-2101
Department of Social Services
P.O. Box 539
Charlotte Amalie
St. Thomas, Virgin Islands 00801
(809) 774-0930

Department of Welfare
8007 Discovery Drive
Richmond, Virginia 23229
(804) 281-9025

Division of Children and Family Services
The Department of Social & Health Services
State Office Building #2
Mail Stop OB-41
Olympia, Washington 98504
(206) 753-7002

Department of Welfare
1900 Washington Street, East
Charleston, West Virginia 25305
(304) 348-7980

Department of Health & Social Services
Division of Community Services
1 West Wilson Street
P.O. Box 7951
Madison, Wisconsin 53707-7851
(608) 266-8200

Division of Public Assistance & Social Services
Hathway Building
Cheyenne, Wyoming 82002
(307) 777-7561



Appendix D

Sample Lease Agreement

The following sample lease agreement represents a composite of ideas and information useful to both half- and full-day child care programs. A child care board will want to modify it to suit the particular needs of the church and program.

_____, Church, as "Landlord," and
_____, Child Care Center, Inc. as "Tenant," agree
to a lease of premises as provided hereafter.

1. **PREMISES TO BE LEASED:** Rooms 100, 101, 102, 103, 104, 105, and 107, the hallway area in front of these rooms, and two bathrooms, all located in the basement area of the Parish Hall of _____ Church. Also included is a suitable area in the kitchen for preparing snacks and lunch for the Tenant, and such reasonable storage area as mutually agreed upon by the parties. Room 103 will be used as Director's Office, and Room 106 may be used in inclement weather as an activity room.

The rear portion of the lot at _____ Street will be available as a playground. This playground will be divided from the parking lot by a fence running from east to west.

Access to the leased area shall be the west exit of the parish hall, which leads to the playground. Other exits on the east side of the parish hall shall be used only during emergencies or fire drills.

2. **USE OF PREMISES:** The leased premises shall be used for a program for a group of not more than 30 2- to 4-year-olds, from 7:00 a.m. to 6:00 p.m. daily, and for an additional group of 15 5- to 10-year-olds starting at 2:00 p.m. daily.

The Tenant shall lock windows of all program area rooms before leaving each day.

Any Landlord program shall have priority over the use of the kitchen, but Landlord will give Tenant three day's notice for such intended use so that Tenant can make other arrangements for preparation of lunch or snacks. For use of the leased premises other than at the specified hours, or for use of other space, written approval of the Landlord is required.

3. **TERMS OF AGREEMENT:** Use of the premises shall begin on _____, 1988, and shall end on _____, 1989. Tenant shall meet all appropriate regulatory/licensing standards and operate under valid license and permits as mandated by law.

4. **DONATION FOR LEASE:** It is understood and agreed that the Landlord is entering into this agreement to support Tenant's program. The Landlord therefore agrees that no rent shall be paid by the Tenant.

5. **BUILDING USE CHARGES:** The Tenant shall pay the Landlord a use charge for utility expenses and janitorial services in the sum of \$_____ per month, payable by the tenth of the month. The Tenant shall also be responsible for payment of long-distance telephone calls which they incur.

6. **USE OF EQUIPMENT AND SUPPLIES:** The Tenant shall have use of all chairs, tables, playground and play equipment in the Church School area, together with some reasonable space in the refrigerator in the kitchen, and the use of the kitchen stove, sink, and other kitchen facilities. The Tenant shall supply its own kitchenware, plates, cups, and other similar objects and articles.

Tenant agrees to mark all furniture and personal property owned by them. All other furniture and personal property shall be deemed that of the Landlord.

Tenant agrees to restore furniture and property of Landlord to agreed upon locale each Friday evening, and to store personal property so as not to interfere with use of Church school rooms on weekends.

7. **ANIMALS ON PREMISES:** Only the following animals are permitted in the leased areas: small reptiles, insects, and fish.

8. **MAINTENANCE AND JANITORIAL SERVICES:** The Tenant shall keep the leased premises neat and clean, shall dispose of all garbage and refuse, and shall deliver the premises in as good shape and condition as when received, normal wear excepted, at the end of the agreement period. Landlord shall furnish janitorial services to the Tenant including:

- 1) daily mopping of floors in leased areas;
- 2) weekly waxing of same floors;
- 3) daily cleaning of bathroom fixtures and floors;
- 4) removing of Tenant bulletin boards in leased areas and storing them in

Room 104 on Fridays; and replacing same bulletin boards back in leased rooms on Sunday evenings.

Tenant shall be responsible for assisting maintenance of program area by daily cleaning of all table tops, equipment, by stacking program chairs on tables each day, and by picking up trash in playground and assembling play equipment in designated areas.

9. **HOLD HARMLESS CLAUSE:** The Tenant shall save and keep the Landlord harmless against any and all actions, suits, damages, costs, charges and expenses by reason of the operations of the Tenant. The Tenant also agrees to defend on behalf of _____ Church any such actions, suits, or proceedings which may be instituted against the Landlord.

10. **ALTERATIONS OF PREMISES AND SUBLETTING:** Without first obtaining the written consent of the Landlord, the Tenant shall not make any alterations in the premises, or sublet the premises or any part thereof to any other person or corporation.

11. **INSURANCE:** The Tenant agrees to provide the following insurance policies on the premises and to exhibit and file with the Landlord certificates of insurance for these policies:

- a) A comprehensive general liability policy with coverage for bodily injury and property damage in the amount of \$_____ for each occurrence.
- b) Worker's Compensation and _____ State Disability Insurance covering all employees of the Tenant.
- c) Contractual liability insurance coverage required under paragraph "8" of this agreement.
- d) Accident insurance covering each and every child in programs operated by the Tenant.

The Tenant further agrees to give the Landlord 30 day's notice of any cancellation or change in policy coverage.

12. **PROPERTY DAMAGE:** The Tenant shall be responsible for any and all breakage of chairs, tables, play equipment and any damage to the Church building or any of its parts beyond normal wear and tear. The Tenant shall repair or replace as appropriate. The Tenant shall also notify the Landlord immediately upon discovering any such damage.

The Landlord shall be responsible for structural repairs to building and plumbing therein unless the necessity therefore shall have been caused by the act or negligence of Tenant, in which event Tenant shall be so responsible.

13. **DEFAULT:** If the Tenant defaults in any of the provisions of this agreement or abandons its operation or the premises, the Landlord may terminate the agreement and remove any persons or equipment owned by the Tenant. The Landlord shall have in addition any remedy provided by law.

IN WITNESS WHEREOF, the Landlord and Tenant have hereunto set in their hands on the _____ day of _____, 1988.

signed for Child Care Center, Inc. _____ date

signed for Church _____ date

Witnesses:

signed _____ date

signed _____ date

Appendix E

Sample Budgets*

An operating budget reflects priorities established for year long operation of a program. It is prepared before a start-up budget and includes start-up costs.

One of the serious flaws in many plans for a child care program is the failure to include start-up costs. **Start-up** begins with the first major expenditure of money and includes many "one-time-only" expenses incurred before the program begins, such as:

1. Fees for special (zoning) use permit, Certificate of Occupancy, floor/site plan, attorneys, incorporation papers, physical examinations for staff, license;
2. Renovations to buildings to meet fire, health, building and licensing requirements;
3. Advance deposits for utilities (and rent);
4. Insurance fees: liability, Workman's Compensation, automobile, accident;
5. Personnel costs: telephone calls, travel, Director's salary for at least one month prior to opening;
6. Purchase of basic equipment: tables, chairs, cots, indoor and outdoor play equipment, dishes, cooking equipment, office equipment.

7. Purchase of basic supplies; sand, paint, paper, food for a month, etc.

Also since a program usually takes six months to a year before it has its full enrollment, a start-up budget includes cash to cover the first six months of operation.

By investigating the start-up and operating costs, both planned and unplanned, of other child care programs in the area, a board and director determine realistically how much money the program will need to start.

An **operating budget** includes all expenses, including donated items such as space, utilities, and staff time. It provides a board and program director with an accurate assessment of true operating expenses. It also enables a church community to see, in actual dollar amounts, the extent of its support to the child care program.

The following sample operating budget includes percentages rather than dollar figures, since costs vary considerably from place to place and according to the current inflation rate. It also is planned for a program which fully funds its own building costs. Thus if a church donates space, the budget has that much more money available for personnel expenses, equipment, or to lower tuition and fees.

Sample Start-up Budget

Expenses		
Personnel (costs prior to opening)		\$ _____
Occupancy - building remodeling costs		\$ _____
building space deposits		\$ _____
deposit for utilities		\$ _____
Equipment - office		\$ _____
program		\$ _____
installation fees		\$ _____
Supplies - program		\$ _____
office		\$ _____
housekeeping (toilet paper, cleaning supplies)		\$ _____
food service		\$ _____
Miscellaneous - advertising		\$ _____
food (first month)		\$ _____
legal and professional fees		\$ _____
licenses and permits		\$ _____
operating cash (for six months from opening)		\$ _____
insurance		\$ _____
Total		\$ _____

Sample Operating Budget

The following budget is planned for a full-time program with 45 children and a 1:7 ratio of staff to child.

Expenses	% of time	% of budget	Expenses	% of time	% of budget	Income
Personnel			Housekeeping		.1	Parent fees
Director/Head Teacher	100%	12%	Office		.1	(assessing 85% enrollment)
Secretary/Bookkeeper	50	4	Total equipment	—	1%	(45 students x 85% x
Teachers (2)	100	20	Supplies			_____ /week x 50 weeks)
Aides (1)	100	6	Educational supplies		1%	
Aides (2)	50	6	Housekeeping supplies		.5	In-kind Contributions (Church)
Cook/Maintenance	100	6	Office supplies		.5	Donations
Fringe Benefits (20%)		8	Total supplies	—	2%	Fundraising
Substitutes \$3.55/hr x 8 weeks		1	Food			Other
Personnel total	—	63%	1 meal, 2 snacks — \$1.60/day ea. x			
Occupancy			40 x 240 days			
Space (12 months x 2000			Total food	—	13%	
sq. ft. \$4.80/sq. ft.)		7%	Other Expenses			
Heat		2	Licensing, fees		.3%	
Electricity		1.5	Insurance (liability)		8.7	
Telephone		.5	\$20/child/year			
Total occupancy	—	11%	accident insurance		.2	
Equipment			Audit		.8	
Educational		.4%	Total other expenses	—	10%	
Kitchen		.4	Total Expenses	—	100%	

* Sample Start-up Budget adapted from the Day Care Council of America, Inc., *How to Start a Day Care Center*, Fall, 1981, p. 25; Sample Operating Budget adapted from pp. 26-27.

Footnotes

¹ Deborah Phillips, "Whither Churches That Mind the Children?" *Child Care Information Exchange*, No. 55, May 1987, p. 35-38.

² Peggy Shriver, "A Little Child Shall Lead Us," in Eileen Lindner, et al., *When Churches Mind the Children: A Study of Day Care in Local Parishes*, The High/Scope Press, Ypsilanti, MI 48197, 1983, p. 168.

³ "Are You Ready for the Boom Years Ahead?" *Child Care Information Exchange*, Redmond, WA, November, 1983.

⁴ *ibid.*

⁵ *The Child Care Handbook: Needs, Programs, and Possibilities*, Children's Defense Fund, 122 C Street NW, Washington, D.C. 20001, 1982, P. 3.

⁶ W. Gary Winget, "The Dilemma of Affordable Child Care," in Edward F. Zigler and Edmund W. Gordon, *Day Care, Scientific and Social Policy Issues*, Auburn House Publishing Co., Boston, MA 1982, p. 361.

⁷ Ellen Galinsky and William H. Hooks, *The New Extended Family: Day Care That Works*, Houghton Mifflin, Boston, MA, 1977, p. 8.

⁸ Shriver, *op. cit.*, p. 171-172.

⁹ Henrietta Wilkinson, *Church Options for Day Care*, a project of Joint Educational Development, The Geneva Press Philadelphia, PA, 1973, p. 19.

¹⁰ Betty van Wick in Galinsky and Hooks, *op. cit.*, p. 250.

¹¹ Alison Clarke-Stewart, *Day-Care*, Harvard University Press, Cambridge, MA, 1982, p. 82.

¹² Galinsky and Hooks, *op. cit.*, p. 249.

¹³ *ibid.*, p. 240.

¹⁴ *ibid.*, p. 5.

¹⁵ Shriver, *op. cit.*, p. 171.

¹⁶ C.U. Weber, P.W. Foster, and D.P. Weikart, *An Economic Analysis of the Ypsilanti Perry Preschool Project*, Monographs of the High/Scope Educational Research Foundation, 1978, no. 5.

¹⁷ Grace Abbott, quoted in Lois Peeler, *Who's Planning for Me? A Planning Guide for Ministry with Children in the Church and the Community*, Church Leadership Resources, United Church of Christ, 1400 N. 7th St., St. Louis, MO 63106, 1977, p. 1.

Communities Participating in the Child Care Project of the National Council of the Churches of Christ, U.S.A.

African Methodist Episcopal Church
P.O. Box 183
St. Louis, MO 63166

African Methodist Episcopal Zion Church
P.O. Box 30714
Charlotte, NC 28230

American Baptist Churches in the USA
P.O. Box 851
Valley Forge, PA 19482-0851

Christian Church (Disciples of Christ)
222 S. Downey Avenue, Box 1986
Indianapolis, IN 46206

Christian Methodist Episcopal
Board of Christian Education
1474 Humber St.
Memphis, TN 38106

Church of the Brethren
1451 Dundee Ave.
Elgin, IL 60120

The Episcopal Church
815 Second Avenue
New York, NY 10017

Friends United Meeting
101 Quaker Hill Dr.
Richmond, IN 47324

Greek Orthodox Archdiocese of North
and South America
8-10 E. 79th Street
New York, NY 10021

Lutheran Church in America
231 Madison Avenue
New York, NY 10016

The American Lutheran Church
422 S. 5th Street
Minneapolis, MN 55415

Philadelphia Yearly Meeting of
the Religious Society of Friends
1515 Cherry St.
Philadelphia, PA 19102

The Presbyterian Church USA
475 Riverside Drive, Room 1268
New York, NY 10115
or
341 Ponce de Leon Ave. NE
Atlanta, GA 30365

Progressive National Baptist Convention, Inc.
601 50th Str., NE
Washington, D.C. 20019

Reformed Church in America
475 Riverside Drive
New York, NY 10115

Unitarian Universalist Association
25 Beacon Street
Boston, MA 02108

United Church of Christ
132 West 31st St.
New York, NY 10001

The United Methodist Church
General Board of Global Ministries
475 Riverside Drive
New York, NY 10115

or
Board of Higher Education and Ministry
P.O. Box 871
Nashville, TN 37202
or
Board of Church and Society
100 Maryland Ave. NE
Washington, D.C. 20002



What reviewers said about...

HELPING CHURCHES MIND THE CHILDREN



It is not just for people starting out — we've housed a day care program for 28 years in our church. This manual enabled us to reassess our involvement in child care within the context of our larger understanding of mission.

Rev. Harry Freebairn, Pastor
First Presbyterian Church
Easton, PA

It really helps put things in perspective... it really helps to keep those of us out here encouraged!

Jeanne Choy Tate, Director
Yook Ji Ga Day Care Center
San Francisco, CA

It gave us a clear picture of what will be involved if we organize a day care program.

Rev. David Muyskens, Pastor
First Reformed Church
New Brunswick, NJ

I wish that we had this manual two years ago.

Rev. William Turner, Pastor
Norriton Presbyterian Church
Norristown, PA

It was direct and to the point immediately. I find it very difficult to finish articles or books that take forever to come to the point. I simply don't have the time to waste.

Marty O'Dell, Director
Friends Day Care Center
West Milton, OH

This comprehensive planning document is long overdue for Christian congregations interested in child care. The manual, written in readable language, adapts qualitatively to the professional and lay person who is concerned about children and families.

Eleanor Campbell
Administrative Coordinator
Allegheny County Head Start
Pittsburgh, PA

